



School Improvement Plan

Algonac High School

Algonac Community School District

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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?

The Algonac Community Schools serves a rural 'small-town' community that is located about an hour north of Detroit, Michigan. Three separate municipalities (the city of Algonac, Clay Twp., and Ira Twp.) comprise the constituent base providing the school with approximately 750 students. As is the case with many Metro-Detroit communities, we have been severely impacted by the recent decline in the economy. As the auto industry struggled to survive, we have lost students and families to home foreclosures, unemployment, and job relocations. Our enrollment has declined (Peak of 800 students in 2000 - down to low 600's annually) and our Economically Disadvantaged population has increased drastically (nearing 45% and we now have an ED subgroup status for AYP purposes.)

The majority of our constituent base used to live under the impression that a high school diploma could lead to a comfortable lifestyle as supported by comfortable 'Blue Collar' compensation packages of the past. As the conditions have worsened, the school system has strived to convince the constituents of the district that a college education is now a mandatory part of a successful education. As the economic climate has further worsened, we are now pushing to convince parents and students of the community that a basic college diploma may not be enough. Students need to embrace the emerging global economy and prepare themselves to participate internationally.

It is our belief that the traits of a lifelong, global minded learner are the ideal model for students to strive to attain. It was this belief system that pushed us to seek International Baccalaureate Diploma Programme authorization (Granted in the Winter of 2009). It is our hope that as the IB programme takes hold and gains clout in the local area, the culture of the community will transition, embracing the opportunity to positively contribute to the global community.

Staff Demographics:

Teaching Staff: 30

Average number of years teachers in this school have been teaching: 14.1

Average number of years current teachers have been assigned to this school: 10.3

Length of time the Principal has been assigned to this school: 2

Other relevant Staff Demographic Data:

There are many teachers that are in the 'middle' of their teaching careers. Very few teachers in the building (2) have yet to attain tenure. Staff experience is not an identified issue. In approximately 10-15 years, the school will experience a mass exodus of experienced teachers. Economic factors have contributed to the lack of less experienced teachers. Retiring teachers are not replaced due to declining enrollment. An unstable job market and strength in seniority has led to little teacher mobility.

Student Demographics:

Ethnicity sub-group percentages have not changed by more than 5% in the past 5 years.

Economically Disadvantaged has changed significantly more than 5%. In 2005-2006 the group totaled 29% In 2012-2013 the group totaled approximately 46% and shown a steady decrease from that number to 39.68% in the 2015-16 school year.

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Due to a decline in student enrollment and facing economic deficits, Algonac Community schools will be closing two elementary schools for the 15-16 school year. The 7th and 8th grade students will be moving up to the high school to create a 7-12 school.

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.

Algonac High School Mission Statement:

It is the mission of Algonac High School to provide a supportive, rigorous, and internationally minded learning experience for students of all abilities. Upon graduation, A.H.S. students will possess the ability to:

- * Succeed in a post-secondary educational setting
- * Compete, thrive, and philanthropically contribute within the emerging global society
- * Exhibit exemplary moral behaviors

Mission Statement Development and Implementation:

As a part of the International Baccalaureate Authorization process, we were tasked with revising our school's mission statement to reflect some of the ideals of the IB Mission Statement. The new statement was formulated in 2009 by a diverse committee of administrators, staff members, and community members. A draft statement was constructed by the School Improvement Team and revised during review sessions before adoption.

Implementation:

- * Succeed in a post-secondary educational setting

The staff has devoted a majority of it's professional development during the past four years to disaggregating individual and cohort E.P.A.S. data (EXPLORE, PLAN, ACT) to adjust curriculum as necessary for higher performance. The School Improvement Plan has focused on growth within the E.P.A.S. system. Curriculum is currently based on College Readiness Standards (shift was made in 2007) and is transitioning into the Common Core (which is closely aligned with C.R.S.) pending Michigan Legislative action. Due to the state moving to the SAT from the ACT in the 15-16 school year, Algonac High School will be in the process of determining a replacement for the measurement of student growth from the E.P.A.S data which may involve the PSAT and STAR assessments.

- * Compete, thrive, and philanthropically contribute within the emerging global society

A core component of the International Baccalaureate Diploma Programme is C.A.S. (Creativity Action Service) that requires students to complete nearly 150 hours of philanthropic contributions. As full I.B. D.P. students comprise a fraction of our student population, a community service component was added to our Muskrat 2.0 Summer Learning Initiative in an effort to expose all students to the merit of philanthropy.

- * Exhibit exemplary moral behaviors

In an effort to promote Character Education, we have established a course embedded within our seminar system that exposes every student at Algonac High School to a research based character education curriculum. In addition to the Character Education program, all staff members have integrated instruction on the traits of the IB Learner Profile into their classroom instruction throughout the past two academic years. The AHS staff is also fully implementing CHAMPS for the 2013-2014 school year after completing intensive training. The school has also adopted PBIS. The school decided on monthly themes to focus on recognizing students for class and school behavior.

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.

Notable Accomplishments:

The AHS graduation rate increased (over 2% gain) from 2011 to 2012. Over the past two years, the rate has jumped over 7%. (2010 Cohort: 85.26% - 2012 Cohort: 92.36%). The graduation rate for the 14-15 school year dropped slightly to 89.1%, but remains significantly higher than the state average.

In October 2012, the Algonac Board of Education entered into an agreement to partner with the Blue Water Middle College Academy, expanding our students educational opportunities once again. The B.W.M.C.A./A.C.S. partnership will give our students the ability to earn an Associate's Degree from St. Clair County Community College through a unique, customized, five-year integrated course of study (free of charge).

The AHS staff implemented PBIS. The teaching staff was trained throughout the 13-14 school year. The staff have implemented this program at the beginning of the 2014 school year and will continue to monitor behavior data as well as modify our system as needed.

The Algonac High School P.A.S.S. Mentoring program received an award this year from the Michigan Association of School Boards.

Arts

- The AHS band program maintained their storied tradition with many significant accomplishments throughout the 2015-16 school year:
- The Marching Band enrolled 88 students
- The Marching Band performed in 6 parades, 4 home football games, 5 home basketball games, 2 festivals and 2 pep assemblies
- For the 8th straight year, the Marching Band received a 'Division I' rating at the MSBOA Marching Band Festival.
- The AHS Symphonic Band was awarded a 'Division II' rating at the MSBOA Band & Orchestra Festival
- Four AHS students were selected to participate in the MSBOA District 16 Honors Band
- Sixteen events participated in MSBOA Solo & Ensemble Festival, with seven events earning red medals for a Division II performance, and five events earning blue medals for a Division I performance.
- Eight students participated in the IB Music curriculum.

Areas of Improvement:

Through the implementation of PBIS we are hoping to decrease referral rates and increase student attendance.

Though the ACT was not counted toward state accountability, our students showed a drastic increase from the previous year (13-14: 18.6 ACT Composite score. 14-15: 20.4 ACT Composite Score.) Our students scored over the state average.

Additional Information

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

Not Applicable

Improvement Plan Stakeholder Involvement

Introduction

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

Improvement Planning Process

Improvement Planning Process

Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.

Stakeholders meet as a School Improvement Team to design the goals that will be used for the school year annually. School Improvement Team members solicit feedback from their department and school improvement committee members before goals are firmly drafted and adopted. As an ongoing analysis of goal progress and implementation the School Improvement Team and Committee members meet with fidelity. Parents are informed during meetings (Parent Advisory Council) with the principal. All goals (with common language explanations) are included in the school district annual report. Final reflection on overall effectiveness comes when testing data is firm from the State of Michigan. This data is usually not official until school end, so review occurs at the beginning of the next school year. At that time effectiveness is analyzed and goals are modified if necessary.

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

Mr. Ryan Melrose, Principal
Mr. Mitch Landrum, AD/Asst. Principal
Mrs. Landrum, Co-chair
Mrs. Turrell, Co-chair
Mr. McIntyre, teacher
Mrs. Smith, teacher
Mrs. Addams, teacher
Mrs. Scharnweber, teacher
Ms. Wummel, teacher
Mr. Cesaro, teacher
Mr. Koch, teacher
Mr. Shannon Kelly, Graduation Coach/Online Coordinator
Mrs. Mary Shackett, Teacher Consultant
Mrs. Brook Lestage, At-Risk Support
Ms. Lexi Michalski, Counseling Services
Mrs. Karen Blair, Counselor
Mrs. Karen Gendron, Parent Advisory Council

The staff and School Improvement Team disaggregate assessment data (SAT/PSAT, MME, and individual staff formative assessments) in multiple professional development sessions throughout the school year. The effectiveness of the strategies are analyzed based on the data breakdown.

The School Improvement Team disseminates the information and presents to their departments within departmental collaborative sessions.

Parents are informed during monthly meetings (Parent Advisory Council) with the principal. All goals (with common language explanations)

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are included in the school district annual report.

Due to changes in the state assessment (Moving to M-STEP, changing from ACT to SAT during the 15-16 school year) The staff of AHS will review and update our data measurement to replace the current EPAS system.

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

In professional development meetings at the beginning of the school year, information regarding the final plan and goal progression is shared with the entire staff. In monthly meetings, information regarding goal progression is shared with the School Improvement Team. The School Improvement Team continuously disseminates the information and presents to their departments within departmental collaborative sessions. Parents are informed during monthly meetings (Parent Advisory Council) with the principal.

School Data Analysis

Introduction

The School Data Analysis (SDA) is a diagnostic tool intended to facilitate rich and deep collaborative discussions among staff members about school data. The SDA can serve as a guide to determine a school's strengths and challenges as well as directions for improvement based on an analysis of data and responses to a series of data - related questions in content areas. This data collection and analysis process should include the identification of achievement gaps as well as reflections on possible causes for these gaps. This diagnostic represents the various types of data that should be continuously collected, reviewed, analyzed and evaluated. Completion of the SDA is one piece of a school's comprehensive needs assessment process.

Demographic Data

Demographic data is data that provides descriptive information about the school community. Examples may include enrollment, attendance, grade levels, race/ethnicity, gender, students with disabilities, English learners, socio-economic status, graduation rate, suspensions/expulsions, etc.

Student Demographic Data

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

Student counts have decreased over the last three years. Due to that drop, the district has voted to consolidate to prevent the district from going into financial deficit. The district will close two elementary buildings next year and our high school will become a 7-12 building. Due to the right-sizing of the district, there will be staff lay-offs.

Student Demographic Data

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

Attendance has been at 95% and our chronically absent student number has plateaued at 45. The challenges are getting the chronically absent students (who tend to fall in the at-risk category) to keep on track with graduation. Our graduation coach keeps track of absences and monitors students who are off track to graduate. We added an At-Risk coordinator and attendance officer who also assists with chronically absent students to keep them on track.

Student Demographic Data

3. In looking at the three year trend in student behavior data (discipline referrals, suspensions and expulsions), what challenges have been identified?

Our discipline data shows there has been a decrease in violent behavior (fighting, physical aggression) but we are concerned with the amount of illegal substance suspensions. Though that number remains low, it is the major offense that we are most concerned about. Multiple presentations done this year to address substance abuse.

15-16 update. Violent behavior and illegal substance suspensions are down from the previous year. However, students bringing "Vape" pens has increased and will be a discipline focus for the 16-17 school year.

Student Demographic Data

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

The At-Risk coordinator and graduation coach will continue to monitor attendance issues and will work with the leadership team to help these students get on track.

Teacher/School Leader(s) Demographic Data

5. As you review the number of years of teaching and administrative experience of the school leader(s) in your building, what

impact might this have on student achievement?

The principal and asst. principal were new this year, while the teaching staff is veteran on average. Due to the change in leadership and the school moving from 9-12 to a 7-12 building, time will be needed to redo the school improvement plan and to develop data to measure student achievement. School is struggling with measuring student progress using state data due to the lack of consistency from the state in regards to assessments.

Teacher/School Leader(s) Demographic Data

6. As you review the number of years of teaching experience of teachers in your building, what impact might this have on student achievement?

The majority of staff at Algonac High School are seasoned teachers. There are no current non-tenured teachers on staff. The majority of staff have been teaching 10-25 years. Due to this, the majority of staff have a good feel of the community and student body.

Teacher/School Leader(s) Demographic Data

7. As you review the total number of days for school leader absences and note how many were due to professional learning and /or due to illness, what impact might this have on student achievement?

The principal and assistant principal have been out very few days throughout the year. Leadership has a high attendance in the building and are very visible. Due to this, I think it has a positive affect on student achievement.

Teacher/School Leader(s) Demographic Data

8. As you review the total number of days for teacher absences due to professional learning and/or illness, what impact might this have on student achievement?

There are 2-3 teachers with a high rate of absences. This creates a significant issue with student achievement as there is little direct instruction for students when the teacher is out of the building. The reason for the high attendance issues is staff who are on the verge of retiring and using their remaining sick days they have accumulated. This has been addressed with central office administration.

Teacher/School Leader(s) Demographic Data

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

Algonac high school will face many changes next year in moving to a 7-12 building. New and old staff will work together do help review and adapt the school improvement plan to address all levels of students and to identify key data for the staff to measure student achievement. This will be new to all staff, no matter their current experience.

Process Data

Process data is information about the practices and procedures schools use to plan, deliver and monitor curriculum, instruction and assessment.

10. In reviewing the results of the School Systems Review or the Interim Self Assessment/Self Assessment, what strands/standards/indicators stand out as strengths?

Resources and Support systems stand out as a strength with a score of 3.71

11. In reviewing the results of the School Systems Review or the Interim Self Assessment/Self Assessment, what strands/standards/indicators stand out as challenges?

Using Results for Continuous Improvement was the lowest score at 2.8

12. How might these challenges impact student achievement?

Due to the state changing over from ACT to SAT for the 16-17 school year, it created an issue with the data system we used to measure growth. We used a system called "EPAs" which looked at growth of students from the Explore to the PLAN, to the ACT. Because the state is changing to the ACT, we will need to revamp our growth system to use the PSAT and the SAT. Staff will also steam lining our school improvement to use strategies that provide immediate growth results as well as further use of our STAR testing program.

13. What actions could be taken and incorporated into the School Improvement Plan to address these challenges from the School Systems Review or the Interim Self Assessment/Self Assessment.

Staff will develop a plan to change over from the ACT testing to SAT to monitor student growth. Staff will also use the STAR testing to measure continuous growth throughout the year in reading in math. Lastly, staff will be using common school improvement strategies across the board to get immediate feedback on growth in all subjects.

14. How do you ensure that students with disabilities have access to the full array of intervention programs available i.e. Title I, Title III, Section 31a, IDEA, credit recovery, extended learning opportunities?

Administration carefully reviews IEP electronically through Illuminate. Case-load teachers develop IEPs in consultation with numerous stakeholders (SCCRESA, Transition agencies, parents, teachers, etc.)

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

Extended Learning Opportunities:

-Bonus math and ELA: 7th grade

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- ELA, Math, Science, and Social Studies Seminar interventions: 7-12th grade
- 8th and 9th grade mentoring program (PASS)
- Tutoring
- Honors classes in Math and ELA 7-12th grade
- International Baccalaureate Diploma Program: 11th and 12th grade
- Blue Water Middle College: 11th and 12th grade
- Dual Enrollment
- St. Clair TEC program (Occupational Certification): 11th and 12th grade

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

Students are identified using a 31a at-risk worksheet as well as grades and STAR testing results. Parents are notified by letters sent home as well as monthly Parent advisory meetings.

17. What evidence do you have to indicate the extent to which the state content standards are being implemented with fidelity i.e. horizontal and vertical alignment, in all content courses and grade levels?

This has been an issue with the secondary curriculum in Algonac. This was recognized by the new principal and curriculum director. Due to this, Atlas Rubicon will be implemented starting in the Fall of the 15-16 school year. This online tool will help staff vertically and horizontally align curriculum as well as help develop more affective common assessments.

18. How does your school use health survey/screener results (i.e. MIPHY) to improve student learning? Answer only if you completed a health survey/ screener.

NA

Achievement/Outcome Data

Achievement/outcome data tell us what students have learned. These include classroom-level, benchmark, interim and formative assessment data as well as summative data such as standardized test scores from annual district and state assessments. If the school completed the Student Performance Diagnostic for the AdvancED External Review, please insert 'See Student Performance Diagnostic' in each text box.

19a. Reading- Strengths

7th and 8th grade MEAP reading scores are all trending upwards over the last five years. The reading AMOs were met by all subgroups at the 7th and 8th grade level last year.

The high school met the AMOs in reading across all sub-groups last year except the bottom 30%

19b. Reading- Challenges

The reading growth for the high school has been stagnant over the last few years. There has not been significant growth or a steady decline. The bottom 30% at the high school did not meet their reading AMO.

Though special education students have show some growth over the years, they are scoring significantly lower than other students across all grade levels.

19c. Reading- Trends

The reading trends show that we are showing consistent growth at the 7th and 8th grade level while the reading levels out at the high school level. Special Education tends to show a significant gap across the board. The gap between economically disadvantaged and non-disadvantaged remains small and generally is closing.

19d. Reading- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

We are addressing the stagnation of reading scores at the high school by implementing Literacy in Action as a school improvement strategy. Staff will be using activities to improve text comprehension (Close and Critical Reading) as well as implementing the Vocabulary strategy to improve vocabulary knowledge across the curriculum.

We will address gaps in the bottom 30% and Special education by having our At-Risk coordinator perform small group and individual pull out sessions with students during their elective time to help address their deficiencies in reading. Students will also be assigned to ELA seminar to help develop their reading skills.

20a. Writing- Strengths

The middle school and high school (7-12) met their Writing AMOs across the board last year except the bottom 30% sub group. Though Special Education is lower significantly lower than other sub groups at the 7th grade level, they have shown consistent growth over the last five years.

20b. Writing- Challenges

Writing growth across all levels has been stagnant. No significant growth or decrease over the last five years.

The bottom 30% subgroup did not meet the AMO at the middle school or high school.

Special education shows a significant gap at all levels in writing.

20c. Writing- Trends

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The trend is that the writing scores across all levels has been stagnant and that the gap between special education and regular education students remains large.

20d. Writing- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

We will be implementing Writing Tracker across the board in ELA, science, and Social Studies to increase the writing fluency of all students at all levels. Once students have shown that they have achieved at grade level in fluency, students will look at content and structure in the writing.

Students in the bottom 30% and Special Education will be monitored by our At-Risk coordinator and provide small group and individual pull outs during electives to provide reading support. Students At-Risk will also be assigned to ELA seminar support.

21a. Math- Strengths

7th and 8th grade math scores have shown significant growth over the last five years. The middle school also achieve their math AMOs across the board in all subgroups last year. The high school achieved their math AMO overall last year, but math scores across the last five years have been stagnant.

21b. Math- Challenges

Math scores over the last five years at the high school have been stagnant. No significant growth or decline. The high school did not achieve their AMO for the bottom 30% last year and the economically disadvantaged only achieved a score of "1" on the school report card.

There is a significant gap between special education and regular education students across all grade levels.

21c. Math- Trends

7th and 8th grade math scores are trending up while high school math scores have been stagnant. Special education remains significantly lower than other sub groups.

21d. Math- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

The interpretation and analysis of data (graphs, charts, and data tables) will be an improvement strategy that will be implemented across the board in all disciplines and at all levels. Atlas Rubicon will also be used next year to assist in aligning curriculum horizontally and vertically to make sure all math concepts are being taught.

We will address gaps in the bottom 30% and Special education by having our At-Risk coordinator perform small group and individual pull out sessions with students during their elective time to help address their deficiencies in Math. Students will also be assigned to Math seminar to help develop their math skills.

22a. Science- Strengths

The middle school and high school achieved their AMOs overall and in all subgroups except the bottom 30%. The 8th grade students showed a significant growth across the board last year for all subgroups.

22b. Science- Challenges

The high school has shown a steady decrease in their science scores over the last five years.

The middle and high school both did not achieve their AMO for the bottom 30%

There is a significant gap between special education and regular education scores.

22c. Science- Trends

The high school has shown a steady decline in science scores over the last five years.

There remains a large gap between special education and regular education scores.

22d. Science- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

The science teachers in grades 7-12 will be using Atlas Rubicon to align curriculum vertically and horizontally to ensure that there are no gaps in the required science benchmarks. Text comprehension, Writing tracker, vocabulary, and data interpretation and analysis strategies will be implemented in all science classrooms.

We will address gaps in the bottom 30% and Special education by having our At-Risk coordinator perform small group and individual pull out sessions with students during their elective time to help address their deficiencies in Science. Students will also be assigned to Science seminar to help develop their Science skills.

23a. Social Studies- Strengths

The high school met their AMO overall in Social Studies and in all subgroups except the bottom 30%.

23b. Social Studies- Challenges

The high school (9th and 11th grade) have shown a decline overall in Social Studies scores over the last five years.

The bottom 30% subgroup did not achieve their AMO last year.

There is a large gap between special education and regular education social studies scores.

23c. Social Studies- Trends

The high school (9th and 11th grade) have shown a decline overall in Social Studies scores over the last five years. There is a large gap between special education and regular education scores.

23d. Social Studies- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

The social studies teachers in grades 7-12 will be using Atlas Rubicon to align curriculum vertically and horizontally to ensure that there are no gaps in the required social studies benchmarks. Text comprehension, Writing tracker, vocabulary, and data interpretation and analysis strategies will be implemented in all social studies classrooms.

We will address gaps in the bottom 30% and Special education by having our At-Risk coordinator perform small group and individual pull out sessions with students during their elective time to help address their deficiencies in Social studies. Students will also be assigned to Social studies seminar to help develop their Social studies skills.

Perception Data

Perception data is information collected that reflects the opinions and views of stakeholders. If the school completed the Stakeholder Feedback Diagnostic for the AdvancED External Review, please insert 'See Stakeholder Feedback Diagnostic' in each text box for survey feedback already collected from students, parents and staff.

24a. Student Perception Data

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

Highest Response from Student Survey:

- Principal and Teachers hold high expectations for the students
- School administers multiple assessments to check understanding
- Teachers use multiple measures to assess learning
- Teachers grade and evaluate work fairly
- A wide variety of resources are available to help students succeed
- Activities and interest students are readily available
- The building is safe and clean

24b. Student Perception Data

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

- School rules are applied equally to all students
- Students respect the property of others
- Students help each other even if they are not friends
- Students show respect for adults

24c. Student Perception Data

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

School has implemented a disciplinary point system to so that consequences are equal across the board. Positive Behavior Interventions have also been implemented to help promote positive behaviors throughout the school and to reward students for good citizenship.

25a. Parent/Guardian Perception Data

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

-School mission statement of satisfaction is clearly focused on student success

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- The school has established goals and plan for improving student learning
- Students know expectations for learning in all classes
- Students have up-to-date technology
- The school has quality staff members to support learning
- The school provides a safe learning environment
- The school provides opportunities for students to participate in activities that interest them
- The school ensures that facilities support learning

25b. Parent/Guardian Perception Data

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

- All of my children's teachers meet his/her learning needs by individualizing instructions
- All of my children's teachers keep me informed regularly of how my child is being graded
- My child has administrators and teachers that monitor and inform me of his/her learning progress
- My child sees relationships between what is being taught and his/her everyday life
- All of my child's teachers work as a team to help my child learn

25c. Parent/Guardian Perception Data

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

Teachers will be required to provide a syllabus and pacing guide to all students at the beginning of the year to explain grading as well as show curriculum direction. Staff will also update grades regularly on Skyward so that parents can access and monitor grades on a regular basis.

26a. Teacher/Staff Perception Data

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

- The school's purpose statement is clearly focused on student success
- The school's purpose statement is based on shared values and beliefs that guide decision making
- The school has a continuous improvement process based on data, goals, actions, and measures of growth
- The school maintains facilities that support learning and a safe environment
- The school has a systematic process for collecting, analyzing, and using data
- School leaders monitor data related to school continuous improvement goals

26b. Teacher/Staff Perception Data

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

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Algonac High School

- All teachers in our school personalize instructional strategies and interventions
- All teachers regularly use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills
- All teachers in our school participate collaborative learning communities that meet both formally and informally across grade levels and content areas
- Staff members provide peer coaching to other teachers
- In our school, a formal process is in place to support new staff members in the professional practice

26c. Teacher/Staff Perception Data

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

Staff will be using Atlas Rubicon next year to help map curriculum and provide more direction horizontally and vertically across the curriculum. Staff will also be meeting on a monthly basis to review school data and to discuss the implementation of our school improvement strategies and activities.

27a. Stakeholder/Community Perception Data

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

- Community perception is that the school mission statement provides a clear focus on learning expectations for students
- The school has quality staff members who support learning
- The school provides a safe learning environment
- The school ensures that facilities support learning

27b. Stakeholder/Community Perception Data

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

The community has indicated that they would like to see more community outreach from the students and staff.

27c. Stakeholder/Community Perception Data

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

Students groups such as NHS and Student council will continue to reach out to the community organizations to provide support.

Summary

28a. Summary

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

The strengths that were identified is that we have right-sized the district due to the declining enrollment, there has been an increase in our graduation rate, a decrease in our violent behavior by students, we provide a clear mission that addresses academics and a safe environment, and that most AMOs were achieved last year by the middle school and high school and the middle school showed a lot of trending upwards in academic state testing.

28b. Summary

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

The challenges that were identified is that our enrollment as a district continues to decline, we have a core group of students who have serious attendance issues, we need more continuous school improvement efforts to make sure the curriculum is aligned vertically and horizontally, staff need to make sure parents and students are fully aware of grading procedures and student progress, special education cores need to close the gap with our regular education students, and the high school needs make more consistent progress on their state assessments.

28c. Summary

How will these challenges be addressed in the School Improvement Plan's Goals, Measurable Objectives, Strategies and Activities for the upcoming year? For Priority Schools, which of these high need areas will inform the Big Ideas and the Reform/Redesign Plan?

The school improvement will be based around our challenges. We are choosing strategies from "Literacy in Action" to improve reading and writing across the curriculum. Data interpretation and analysis are also being used as a key math strategy to be used by all teachers. Atlas Rubicon will be a tool that all teachers will be using to help map curriculum and align benchmarks vertically and horizontally across all levels. This will provide support with common assessments and will be a strategy to address power benchmarks increase scores in all academic areas in state testing. Lastly, we will have an At-Risk coordinator who will monitor students who are struggling in all academic areas and provide support by individual and small group pull out sessions. The coordinator will also make sure those students are assigned to the seminar session that will provide them the most support in their weakest academic areas.

School Additional Requirements Diagnostic

Introduction

This diagnostic contains certification requirements for Michigan schools. This diagnostic must be completed by all schools.

School Additional Requirements Diagnostic

Label	Assurance	Response	Comment	Attachment
1.	Literacy and math are tested annually in grades 1-5.	Yes	"Yes" for the Algonac Community Schools Grades 1-5. This is not an applicable question to Algonac High School as we are a 9th - 12th grade building.	

Label	Assurance	Response	Comment	Attachment
2.	Our school published a fully compliant annual report. (The Annual Education Report (AER) satisfies this). If yes, please provide a link to the report in the box below.	Yes	The fully compliant annual report is available on the Algonac Community School website at the following URL: http://www.acsk12.us/algonac/uploads/Cover_Letter_2011_12_Final_2.pdf http://www.acsk12.us/algonac/uploads/AER_Report.pdf	

Label	Assurance	Response	Comment	Attachment
3.	Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.	Yes	EDP's are transferred from the Middle School to the High School annually.	

Label	Assurance	Response	Comment	Attachment
4.	Our school reviews and annually updates the EDPs to ensure academic course work alignment.	Yes	Students work on EDP's annually in consultation with the ELA department, Counseling department, and the assistance of counselors from the SCCRESA. Compliance is monitored and reported through the SCCRESA bi-monthly.	

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

School Improvement Plan

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Label	Assurance	Response	Comment	Attachment
6.	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	District Designee: Mr. Alan Latosz 1216 St. Clair Blvd. Algonac, MI 48001 810-794-9364 x.1010 alatosz@acsk12.us	

Label	Assurance	Response	Comment	Attachment
7.	The institution has a School-Parent Involvement Plan (that addresses Section 1118 activities) that is aligned to the District's Board Policy. If yes, please attach the School-Parent Involvement Plan below.	Yes	Link to Parent Involvement Plan: http://algonac.k12.mi.us/algonac/schools/algonac_high_school/uploads/AHS_Handbook_2012_2013.pdf	

Label	Assurance	Response	Comment	Attachment
8.	The institution has a School-Parent Compact. If yes, please attach the School-Parent Compact below.	Yes	Link to School-Parent Compact: http://algonac.k12.mi.us/algonac/schools/algonac_high_school/uploads/AHS_Handbook_2012_2013.pdf	

Label	Assurance	Response	Comment	Attachment
9.	The School has additional information necessary to support your improvement plan (optional).	Yes	Algonac High School Essential Data Summation Linked:	

16-17 School Improvement Plan

Overview

Plan Name

16-17 School Improvement Plan

Plan Description

Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students will graduate from Algonac High School within four years of starting their curricular pathway.	Objectives: 1 Strategies: 3 Activities: 7	Organizational	\$247250
2	All Algonac High School students will be proficient in writing. A 5% rise in overall writing proficiency on the Michigan State Assessment will occur annually as a result of data driven improvement efforts.	Objectives: 1 Strategies: 3 Activities: 9	Academic	\$166000
3	All Algonac High School Students will be proficient in Math. A 5% rise in overall Mathematics proficiency on the Michigan State Assessment will occur annually as a result of data driven improvement efforts.	Objectives: 1 Strategies: 3 Activities: 9	Academic	\$168000
4	All Algonac High School Students will be proficient in reading. A 5% rise in overall reading proficiency on the Michigan State Assessment will occur annually as a result of data driven improvement efforts.	Objectives: 1 Strategies: 3 Activities: 11	Academic	\$177000
5	All Algonac High School students will be proficient in Science. A 5% rise in overall science proficiency on the Michigan State Assessment will occur annually as a result of data driven improvement efforts.	Objectives: 1 Strategies: 3 Activities: 9	Academic	\$170000
6	All Algonac High School students will be proficient in Social Studies. A 5% rise in overall social studies proficiency on the Michigan State Assessment will occur annually as a result of data driven improvement efforts.	Objectives: 1 Strategies: 3 Activities: 9	Academic	\$166000

Goal 1: All students will graduate from Algonac High School within four years of starting their curricular pathway.

Measurable Objective 1:

demonstrate a behavior Each Algonac High School cohort will attain a 95% Graduation Rate. by 06/08/2018 as measured by The Michigan Department of Education GAD Report generated by CEPI..

Strategy 1:

P.A.S.S. Mentoring Program - Strategy Statement: Research (as listed below) verifies that students whom struggle (fail one or more courses) during their Freshman (9th grade) year have a very high probability of not graduating from high school within four years. Identifying at-risk Freshman and pairing them with successfully trained Junior and Senior (11th and 12th grade) mentors in a prescribed setting will lead to a lower frequency of Freshman failures.

Category:

Research Cited: "Students who take part in carefully planned, long-term mentoring programs have higher grade-point averages, are more likely to attend college or post-secondary training programs and report improved social and family relationships. Additionally, these students are less likely to drop out of school, carry weapons, use drugs or engage in other high-risk behaviors. However, good mentoring programs take effort, resources, commitment and a clear understanding of what research tells us about successful mentoring."

Source: The Principals' Partnership

<http://www.principalspartnership.com/>

Sponsored by Union Pacific Foundation

http://oemanagement.com/data/_files/mentoring.pdf

Tier:

Activity - Sustainment of the P.A.S.S. Academic Mentoring Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

Algonac High School

The P.A.S.S. (Promoting Academic and Social Success) Mentoring Program has been in existence at Algonac High School since 2006. Sustaining the operations of the program involve facilitating the training of Senior Mentors each Spring and facilitating the current mentor/mentee relationships throughout the school-wide annual seminar cycle.	Academic Support Program	Tier 2	Monitor	09/07/2015	07/01/2016	\$500	Other	Planned staff responsible for implementing activity: P.A.S.S. Facilitators: Kurt Welchner, John Highstreet, and Michael Cesaro
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Strategy 2:

Edgenuity Online Credit Recovery Program - In response to our effort to keep all Algonac High School students from needing to attend an alternative educational setting once falling behind, a credit recovery program was needed. In an effort to provide cost-effective credit recovery opportunities, Algonac High School decided to implement the use of Education 2020 (now Edgenuity) on a full scale at the beginning of the 2010-2011 school year. Each student that fails to earn credit in a course throughout the duration of their academic career is placed in a correlating online course (curriculum customized by Algonac High School departmental staff) immediately by a graduation coach/credit recovery coordinator (free of charge due to a rising Economically Disadvantaged population). Progress is tracked and monitored by the graduation coach (who also advises stakeholders on student progress).

Category:

Research Cited: "The promise of using online learning in providing an alternative method of instruction for at-risk students is demonstrated by the increasing number of school districts implementing online curriculum with at-risk students and dropouts, and the success of many of these online credit recovery programs.

Key lessons demonstrated by these programs include:

Motivating students who have failed in the traditional classroom setting is a key to success for credit recovery programs. The flexible and self-paced nature of online courses can motivate; these attributes can also remove the social stigma of credit recovery. Online courses may be more engaging to some students than traditional face-to-face classes. In addition, programs that use online courses can address mobility issues of students who move regularly from one school in the district to another. Online learning is particularly well suited for students recovering credit because it allows for individualized instruction, both by the teacher and through the use of course management technology. Online curriculum must be rigorous to ensure that students are learning the material, and not simply moving through the course. Diagnostic testing that allows students to demonstrate mastery of the elements of a subject that they learned in their previous attempt to pass the course, and to move on to the parts of the course that they need to focus on, keeps students engaged.

PROMISING PRACTICES:

The self-paced aspect of online courses is particularly valuable to at-risk students, who may associate education with difficulties and stress, compounded by learning deadlines imposed by arbitrary calendars or school hours.

Providing credit for work or community service allows students to be engaged in a valuable activity outside of school and to have this experience count towards

School Improvement Plan

Algonac High School

graduation. It also motivates students to complete the program.

Most online programs serving credit recovery and at-risk students but not all have a significant face-to-face component. The blended approach is important because it provides expanded student support and face-to-face contact. The online component whether fully online or blended provides 21st century skills to a group of students who often have less than average exposure to computers and technology.

Programs that keep students from dropping out or attract students back into the school system may pay for themselves or at least defray costs by capturing the state public education dollars tied to those students.

Online programs are particularly scalable and able to expand more easily than programs based entirely on brick-and-mortar classrooms."

Using Online Learning for At-Risk Students and Credit Recovery

Written by John Watson and Butch Gemin

Evergreen Consulting Associates

June 2008

Source:

http://www.inacol.org/research/promisingpractices/NACOL_CreditRecovery_PromisingPractices.pdf

Tier:

Activity - Sustainment of Edgenuity Credit Recovery Initiative	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Sustainment of Edgenuity Credit Recovery Initiative	Academic Support Program		Evaluate	09/07/2015	07/01/2016	\$53750	General Fund	Graduation Coach/Credit Recovery Coordinator : Algonac High School Counselor: Karen Blair Algonac High School Discipline Officer: Algonac High School Principal: Algonac High School AD/Director of Services: Jamie Thiede
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Strategy 3:

At-Risk Support - At-Risk coordinator and Career Advisor will monitor students progress and identify students who are At-Risk using STAR testing, State testing, grades, attendance, and behavior. The At-Risk coordinator will do small group and individual pull-outs during elective classes to provide instructional support and coaching for identified At-Risk students.

Category:

Research Cited: "The most successful models, tutoring and CAI, completely adapt instruction to students' unique needs and provide plentiful direct instruction appropriate to students' levels of readiness."

<http://eric.ed.gov/?q=at-risk%2c+pull-out&ft=on&id=ED288921>

Tier: Tier 2

Activity - Individual and Small Group Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Algonac High School

An At-Risk Coordinator will be hired for the 15-16 school year. The coordinator will do small-group and individual pull-out instruction for students in their elective classes. Students will be identified by STAR testing, state testing, grades, attendance, and behavior. Teachers will provide prescriptive needs for the students and our At-Risk coordinator and Career Advisor will work with the students to bring them up to grade-level.	Direct Instruction, Academic Support Program	Tier 2	Getting Ready	09/07/2015	07/01/2016	\$150000	Section 31a	At-Risk Coordinator, Administration, Math, ELA, Social Studies, and Science teachers.
Activity - Career Advisor	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Career advisor organize career fairs, outside speakers, field trips, etc. To help all Algonac High School students prepare for careers beyond their secondary schooling. Career advisor will meet regularly with At-Risk students identified by our 31a worksheet to help them identify a career pathway they are interested in and counseling support to identify the correct scheduling plan to meet their needs. Career Advisor will also monitor student growth for credit recovery on E2020.	Career Preparation /Orientation, Academic Support Program		Getting Ready	09/07/2015	07/01/2016	\$35000	Section 31a	Administration, At-Risk Coordinator, Career Advisor
Activity - STAR Testing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students will take the math STAR test a minimum of 3 times per year to ensure that learning targets are achieved. Growth goals will be implemented for the Bottom 30% and the Special Education sub-groups.	Academic Support Program		Monitor	09/07/2015	07/01/2016	\$7000	Section 31a	Administration and Instructional staff
Activity - Positive Behavior Intervention System (PBIS)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will implement Positive Behavior supports in the classroom identifying appropriate behaviors in the classroom, in the hallways, lunchroom, etc. Students will be rewarded both in class and school wide for following the behavior goals set by the school.	Behavioral Support Program		Implement	09/07/2015	07/01/2016	\$1000	General Fund	Administration and Instructional staff
Activity - Seminar Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Algonac High School

As an addition to the embedded 'Seminar System' at Algonac High School (40 minute 'plus hour' segment twice weekly on Tuesdays and Thursdays), all 7th, 8th, 9th, 10th, and 11th grade students identified as being 'at-risk' due to STAR testing results, state testing results, grades, or teacher recommendation in all core classes will be placed in a eight week seminar (16 sessions) with a curriculum designed to remediate and advance students. In addition, intervention classes will be available for students needing remediation and increased academic rigor.	Academic Support Program		Monitor	09/07/2015	07/01/2016	\$0	General Fund	Administration and Instructional staff
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Goal 2: All Algonac High School students will be proficient in writing. A 5% rise in overall writing proficiency on the Michigan State Assessment will occur annually as a result of data driven improvement efforts.

Measurable Objective 1:

100% of All Students will demonstrate a proficiency of a 5% proficiency increase as a Cohort (vs. previous cohort) on the Michigan state assessment. in Writing by 07/01/2016 as measured by Cohort Proficiency on the Michigan state assessment.

Strategy 1:

Literacy in Action - Literacy in Action activities will be implemented in ELA, Science, and Social Studies classes to improve the reading and writing skills for all students 7-12.

Category:

Research Cited: "Some common themes have emerged from the research literature as effective practices for instruction. The most common suggestion made throughout the research surveyed is that teachers should use systematic, explicit, and direct instruction. When students experience explicit instruction on a specific skill, teacher modeling, guided practice, and independent practice, they are much more likely to become proficient at the skill being taught [12, 28, 35, 75, 83]. The second common theme throughout many of the literacy components discussed is the use of repetition. One way to ensure that students retain a strategy or skill is to review it in different contexts and with different texts [6, 16, 20]. Whether applied to reading a text repeatedly to improve fluency or practicing the steps of a strategy multiple times to master that strategy, repetition contributes to the improvement of adolescent literacy skills. " http://lincs.ed.gov/publications/pdf/adolescent_literacy07.pdf

Tier: Tier 1

Activity - Writing Fluency	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
7-12 Teachers in ELA, Science, and Social Studies classes will give a 5 minute content specific prompt for students to write about for writing fluency at least once every two weeks. Students will keep track of how many words they are writing per the 5 minutes of writing and keep track of progress.	Academic Support Program	Tier 1	Getting Ready	09/07/2015	07/01/2016	\$1000	General Fund	Administration and Instructional staff

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Activity - Text Comprehension	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ELA, Science, and Social studies teachers will pick a content specific reading topic and lead students through a Guided Highlighted Reading once every two weeks. Students will also do a reading prompt for 5-minutes to measure how many words they read in 5-minutes and keep track of their growth data.	Academic Support Program	Tier 1	Getting Ready	09/07/2015	07/01/2016	\$1000	General Fund	Administrati on and Instructiona l Staff

Activity - Vocabulary	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and students will identify key Tier 2 and 3 vocabulary words per unit of study in all core content areas. Staff will use various methods: Frayer model, Marzano 6-step, Self-awareness chart, etc. to help students identify and master key academic vocabulary.	Academic Support Program	Tier 1	Getting Ready	09/07/2015	07/01/2016	\$1000	General Fund	Administrati on and Instructiona l Staff

Strategy 2:

At-Risk Support - At-Risk coordinator and Career Advisor will monitor students progress and identify students who are At-Risk using STAR testing, State testing, grades, attendance, and behavior. The At-Risk coordinator will do small group and individual pull-outs during elective classes to provide instructional support and coaching for identified At-Risk students.

Category:

Research Cited: "The most successful models, tutoring and CAI, completely adapt instruction to students' unique needs and provide plentiful direct instruction appropriate to students' levels of readiness." <http://eric.ed.gov/?q=at-risk%2c+pull-out&ft=on&id=ED288921>

Tier: Tier 2

Activity - Individual and Small Group Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
An At-Risk Coordinator will be hired for the 15-16 school year. The coordinator will do small-group and individual pull-out instruction for students in their elective classes. Students will be identified by STAR testing, state testing, grades, attendance, and behavior. Teachers will provide prescriptive needs for the students and our At-Risk coordinator and Career Advisor will work with the students to bring them up to grade-level.	Academic Support Program	Tier 2	Getting Ready	09/07/2015	07/01/2016	\$150000	Section 31a	Principal, At-Risk Coordinator , Instructiona l Staff

Activity - English Seminar	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Algonac High School

As an addition to the embedded 'Seminar System' at Algonac High School (30 minute 'plus hour' segment twice weekly on Tuesdays and Thursdays), all 7th, 8th, 9th, 10th, and 11th grade students identified as being 'at-risk' by state assessments, STAR testing, grades, or teacher recommendation in Writing/English will be placed in an eight week seminar (16 sessions) with a curriculum designed to remediate and advance students. Target Curriculum: • Making inferences • Putting events in sequential/temporal order from the reading • Understanding the difference between "however," "therefore," and other common words in context. (Transitional Words/Phrases) • Comma Usage • Apostrophe Usage • Tense Agreement – Past, Present, Future • Citing textual evidence to support inferences drawn from the text • Identifying and Interpreting Question Formats • Correcting Sentence Structures	Academic Support Program		Monitor	09/07/2015	07/01/2016	\$0	General Fund	Administration and Instructional Staff
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Activity - Summer Academy	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Student population that is focused on Bottom 30% and the special education students will receive instruction in the areas they are deficient. They will rotate through individualized instruction program in the core subject areas three times a week with a highly qualified teacher. Students will receive additional support through technology and virtual learning.	Academic Support Program	Tier 2	Monitor	09/07/2015	07/01/2016	\$5000	Section 31a	Administration and hired staff

Activity - Positive Behavior Intervention System (PBIS)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will implement Positive Behavior supports in the classroom identifying appropriate behaviors in the classroom, in the hallways, lunchroom, etc. Students will be rewarded both in class and school wide for following the behavior goals set by the school.	Behavioral Support Program	Tier 1	Implement	09/07/2015	07/01/2016	\$1000	General Fund	Administration and Instructional Staff

Strategy 3:

Curriculum Alignment - Staff will align curriculum vertically and horizontally across grades 7-12 to make sure that all power benchmarks in the common core and state curriculum are covered in all disciplines. This will alignment will provide best practice for staff and an increased collaboration for all levels of instruction.

Category:

Research Cited: "For years, district educators have emphasized aligning written, taught, and tested curricula to ensure that students are taught to high standards (Glatthorn, 1999). Vertical alignment of local curriculum is part of a larger, standards-based context that involves state standards and assessments, district curriculum, classroom teaching, performance standards, and instructional materials. The current emphasis on accountability combined with the practical applications of technology has created a context in which educators can ensure that curriculum is standards based and used to improve practice." <http://files.eric.ed.gov/fulltext/ED507587.pdf>

Tier:

School Improvement Plan

Algonac High School

Activity - Implementation of International Baccalaureate Learning Profile in All Classrooms	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will utilize the International Baccalaureate (IB) Learning Profile in all classrooms. This model encourages students to be world and critical thinkers. The IB Learning Profile develops students to be: •Inquirers •Knowledgeable •Thinkers •Communicators •Principled •Open-minded •Caring •Risk-takers •Balanced •Reflective The implementation of this profile for all grades 7-12 will prepare students who wish to take IB classes during their junior and senior years	Academic Support Program	Tier 1	Implement	09/07/2015	07/01/2016	\$0	General Fund	Administration and Instructional Staff
Activity - Atlas Rubicon	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will begin utilizing the "Atlas Rubicon" online curriculum mapping resource. This will help vertically and horizontally align curriculum across levels 7-12th grade. The system provides multiple links to resources for most disciplines and will help identify power benchmarks and the creation of effective common assessments.	Curriculum Development, Academic Support Program		Getting Ready	09/07/2015	07/01/2016	\$7000	General Fund	Administration and Instructional Staff

Goal 3: All Algonac High School Students will be proficient in Math. A 5% rise in overall Mathematics proficiency on the Michigan State Assessment will occur annually as a result of data driven improvement efforts.

Measurable Objective 1:

100% of All Students will demonstrate a proficiency of a 5% proficiency gain as a cohort (vs. previous cohort) on the Michigan state assessment in Mathematics by 07/01/2016 as measured by Michigan state assessment.

Strategy 1:

At-Risk Support - At-Risk coordinator and Career Advisor will monitor students progress and identify students who are At-Risk using STAR testing, State testing, grades, attendance, and behavior. The At-Risk coordinator will do small group and individual pull-outs during elective classes to provide instructional support and coaching for identified At-Risk students.

Category:

Research Cited: "The most successful models, tutoring and CAI, completely adapt instruction to students' unique needs and provide plentiful direct instruction appropriate to students' levels of readiness." <http://eric.ed.gov/?q=at-risk%2c+pull-out&ft=on&id=ED288921>

Tier: Tier 2

School Improvement Plan

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Activity - Individual and Small Group Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
An At-Risk Coordinator will be hired for the 15-16 school year. The coordinator will do small-group and individual pull-out instruction for students in their elective classes. Students will be identified by STAR testing, state testing, grades, attendance, and behavior. Teachers will provide prescriptive needs for the students and our At-Risk coordinator and Career Advisor will work with the students to bring them up to grade-level.	Direct Instruction, Academic Support Program	Tier 2	Getting Ready	09/07/2015	07/01/2016	\$150000	Section 31a	At-Risk Coordinator, Administration, Math, ELA, Social Studies, and Science teachers.
Activity - STAR Testing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students will take the math STAR test a minimum of 3 times per year to ensure that learning targets are achieved. Growth goals will be implemented for the Bottom 30% and the Special Education sub-groups.	Technology, Academic Support Program	Tier 1	Implement	09/07/2015	07/01/2016	\$7000	General Fund	Administration, At-Risk Support, Teaching Staff, Para-pro's
Activity - Summer Academy	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Student population that is focused on Bottom 30% and the special education students will receive instruction in the areas they are deficient. They will rotate through individualized instruction program in the core subject areas three times a week with a highly qualified teacher. Students will receive additional support through technology and virtual learning.	Academic Support Program		Monitor	07/11/2016	08/26/2016	\$1000	Section 31a	Principal and hired staff
Activity - Positive Behavior Intervention System (PBIS)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will implement Positive Behavior supports in the classroom identifying appropriate behaviors in the classroom, in the hallways, lunchroom, etc. Students will be rewarded both in class and school wide for following the behavior goals set by the school.	Behavioral Support Program	Tier 1	Implement	09/07/2015	07/01/2016	\$3000	General Fund	Administration and entire school staff
Activity - Math Seminar	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

Algonac High School

<p>As an addition to the embedded 'Seminar System' at Algonac High School (40 minute 'plus hour' segment twice weekly on Tuesdays and Thursdays), all 7th, 8th, 9th, 10th, and 11th grade students identified as being 'at-risk' due to STAR testing results, state testing results, grades, or teacher recommendation in Mathematics will be placed in a eight week seminar (16 sessions) with a curriculum designed to remediate and advance students. In addition, intervention classes will be available for students needing remediation and increased academic rigor. Target Curriculum Areas identified from Data Disaggregation: • Inequalities – Operations and Evaluation • Geometric Shapes – Knowing and using the basic properties • Ratios/percents/fractions/decimals: Understanding how all of them can be used interchangeably and converted from one to another. • Basic properties of triangles • All varying types of story problems STAR Assessments</p>	<p>Academic Support Program</p>	<p>Tier 2</p>	<p>Monitor</p>	<p>09/07/2015</p>	<p>07/01/2016</p>	<p>\$0</p>	<p>General Fund</p>	<p>Administration and Instructional Staff</p>
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Strategy 2:

Curriculum Alignment - Staff will align curriculum vertically and horizontally across grades 7-12 to make sure that all power benchmarks in the common core and state curriculum are covered in all disciplines. This will alignment will provide best practice for staff and an increased collaboration for all levels of instruction.

Category:

Research Cited: "For years, district educators have emphasized aligning written, taught, and tested curricula to ensure that students are taught to high standards (Glatthorn, 1999). Vertical alignment of local curriculum is part of a larger, standards-based context that involves state standards and assessments, district curriculum, classroom teaching, performance standards, and instructional materials. The current emphasis on accountability combined with the practical applications of technology has created a context in which educators can ensure that curriculum is standards based and used to improve practice."

<http://files.eric.ed.gov/fulltext/ED507587.pdf>

Tier: Tier 1

Activity - Claims, Evidence, and Reasoning: IB Learning Profile	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Staff will utilize the International Baccalaureate (IB) Learning Profile in all classrooms. This models encourages students to be world and critical thinkers. The IB Learning Profile develops students to be: •Inquirers •Knowledgeable •Thinkers •Communicators •Principled •Open-minded •Caring •Risk-takers •Balanced •Reflective The implementation of this profile for all grades 7-12 will prepare students who wish to take IB classes during their junior and senior years. - Evidence to support claims: Students will use evidence to support claims and use reasoning to develop ideas to connect claims to evidence in writing and discussion. Each department will have students write two SAT-style essays per quarter to use evidence in the reading to support claims and arguments. - Student Centered Learning: Staff will use student-centered instruction in the classroom. Teachers will not give more than 15 minute direct instruction without an active student learning activity such as summarizing, pair-share, etc. Research to support active learning: http://ideas.time.com/2012/10/02/why-lectures-are-ineffective/	Academic Support Program	Tier 1	Getting Ready	08/26/2016	08/25/2017	\$0	General Fund	Principal and all teaching staff
Activity - Atlas Rubicon	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will begin utilizing the "Atlas Rubicon" online curriculum mapping resource. This will help vertically and horizontally align curriculum across levels 7-12th grade. The system provides multiple links to resources for most disciplines and will help identify power benchmarks and the creation of effective common assessments (50% of Unit Assessments will be composed of SAT-style assessments). Staff will be provided PD time throughout the year to develop their curriculum and assessments online.	Technology, Curriculum Development		Getting Ready	09/07/2015	07/01/2016	\$7000	General Fund	Administration and teaching staff
Activity - Problems in Context (SAT-style) questions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
50% of student work will be compromised of "problems in context", Higher Order Thinking problems (Depth of Knowledge levels 3 or 4) and SAT/Standardized test style questions. Website to assist with creating "problems in context": http://serc.carleton.edu/sp/library/context_rich/how_create_cont.html	Direct Instruction, Curriculum Development, Getting Ready	Tier 1	Getting Ready	09/02/2016	06/09/2017	\$0	General Fund	Math Department

Strategy 3:

Data Interpretation and Analysis - Testing and class data shows that students struggle across all curriculum with the interpretation and analysis of data in the forms of tables and various graphs. Teachers will implement the use of data tables and graphs in all core areas to help students be able to interpret and analyze data.

Category:

Research Cited: Constructing graphs of data and interpreting graphs is an important part of the k-12 Statistics

curriculum (see NCTM 2000) and something that all high school students are supposed to be able to do. In introductory college courses, students learn how to graph distributions of data typically using dot plots, histograms, and boxplots. These skills are not considered to be difficult for students, as compared to the more difficult topics of probability, sampling, and inference. However, recent research in statistics education documents difficulties students have learning to reason about distributions and graphical representations of distributions (e.g., Bakker & Gravemeijer, 2004; Ben-Zvi 2004; Biehler, 1997; Hammerman & Rubin, 2004; Konold, 2003; McClain, Cobb, & Gravemeijer, 2000).

Tier: Tier 1

Activity - Data table and Graph interpretation and analysis	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All core teaching staff will use various tables and graphs multiple times per marking period to help students develop Tier 3 and 4 understanding of data. Staff will include at least one question in each unit assessment using data interpretation.	Academic Support Program	Tier 1	Getting Ready	09/07/2015	07/01/2016	\$0	General Fund	Principal and teaching staff

Goal 4: All Algonac High School Students will be proficient in reading. A 5% rise in overall reading proficiency on the Michigan State Assessment will occur annually as a result of data driven improvement efforts.

Measurable Objective 1:

100% of All Students will demonstrate a proficiency of a 5% proficiency increase as a cohort (vs. previous cohort) on the Michigan state assessment. in Reading by 07/01/2016 as measured by Cohort Proficiency on the Michigan state assessment in reading..

Strategy 1:

Literacy in Action - Literacy in Action activities will be implemented in ELA, Science, and Social Studies classes to improve the reading and writing skills for all students 7-12.

Category:

Research Cited: "Some common themes have emerged from the research literature as effective practices for instruction. The most common suggestion made throughout the research surveyed is that teachers should use systematic, explicit, and direct instruction. When students experience explicit instruction on a specific skill, teacher modeling, guided practice, and independent practice, they are much more likely to become proficient at the skill being taught [12, 28, 35, 75, 83]. The second common theme throughout many of the literacy components discussed is the use of

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repetition. One way to ensure that students retain a strategy or skill is to review it in different contexts and with different texts [6, 16, 20]. Whether applied to reading a text repeatedly to improve fluency or practicing the steps of a strategy multiple times to master that strategy, repetition contributes to the improvement of adolescent literacy skills. "

http://lincs.ed.gov/publications/pdf/adolescent_literacy07.pdf

Tier: Tier 1

Activity - Writing Fluency	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
7-12 Teachers in ELA, Science, and Social Studies classes will give a 5 minute content specific prompt for students to write about for writing fluency at least once every two weeks. Students will keep track of how many words they are writing per the 5 minutes of writing and keep track of progress.	Academic Support Program	Tier 1	Getting Ready	09/07/2015	07/01/2016	\$1000	General Fund	Principal and teaching staff
Activity - Text Comprehension	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ELA, Science, and Social studies teachers will pick a content specific reading topic and lead students through a Guided Highlighted Reading once every two weeks. Students will also do a reading prompt for 5-minutes to measure how many words they read in 5-minutes and keep track of their growth data. Continued pairing of non-fiction and fiction texts. Students will identify signal words to decode text	Academic Support Program	Tier 1	Getting Ready	09/07/2015	07/01/2016	\$1000	General Fund	Principal and teaching staff
Activity - Vocabulary	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and students will identify key Tier 2 and 3 vocabulary words per unit of study in all core content areas. Staff will use various methods: Frayer model, Marzano 6-step, Self-awareness chart, etc. to help students identify and master key academic vocabulary. Direct teaching of word parts (Prefix and suffix and common root words). Staff will utilize "Word Generation" wordgen.serpmedia.org to support vocabulary in all core areas	Academic Support Program	Tier 1	Getting Ready	09/07/2015	07/01/2016	\$1000	General Fund	Principal and teaching staff

Strategy 2:

At-Risk Support - At-Risk coordinator and Career Advisor will monitor students progress and identify students who are At-Risk using STAR testing, State testing, grades, attendance, and behavior. The At-Risk coordinator will do small group and individual pull-outs during elective classes to provide instructional support and coaching for identified At-Risk students.

Category:

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Research Cited: "The most successful models, tutoring and CAI, completely adapt instruction to students' unique needs and provide plentiful direct instruction appropriate to students' levels of readiness."

<http://eric.ed.gov/?q=at-risk%2c+pull-out&ft=on&id=ED288921>

Tier: Tier 2

Activity - Individual and Small Group Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
An At-Risk Coordinator will be hired for the 15-16 school year. The coordinator will do small-group and individual pull-out instruction for students in their elective classes. Students will be identified by STAR testing, state testing, grades, attendance, and behavior. Teachers will provide prescriptive needs for the students and our At-Risk coordinator and Career Advisor will work with the students to bring them up to grade-level.	Direct Instruction, Academic Support Program	Tier 2	Getting Ready	09/07/2015	07/01/2016	\$150000	Section 31a	Principal, At-Risk Coordinator, Teaching staff
Activity - STAR Testing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students will take the math STAR test a minimum of 3 times per year to ensure that learning targets are achieved. Growth goals will be implemented for the Bottom 30% and the Special Education sub-groups.	Academic Support Program		Implement	09/07/2015	07/01/2016	\$7000	General Fund	Administration, teaching staff, paraprofessionals
Activity - Summer Academy	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Student population that is focused on Bottom 30% and the special education students will receive instruction in the areas they are deficient. They will rotate through individualized instruction program in the core subject areas three times a week with a highly qualified teacher. Students will receive additional support through technology and virtual learning.	Academic Support Program	Tier 2	Monitor	07/11/2016	08/26/2016	\$5000	Section 31a	Administration and hired staff
Activity - Positive Behavior Intervention System (PBIS)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will implement Positive Behavior supports in the classroom identifying appropriate behaviors in the classroom, in the hallways, lunchroom, etc. Students will be rewarded both in class and school wide for following the behavior goals set by the school.	Behavioral Support Program	Tier 1	Implement	09/07/2015	07/01/2016	\$5000	General Fund	Administration and teaching staff

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Activity - English Seminar	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
As an addition to the embedded 'Seminar System' at Algonac High School (40 minute 'plus hour' segment twice weekly on Tuesdays and Thursdays), all 7th, 8th, 9th, 10th, and 11th grade students identified as being 'at-risk' in regards to state assessments, STAR testing, grades, or teacher recommendation in Reading will be placed in an eight week seminar (16 sessions) with a curriculum designed to remediate and advance students. In addition, intervention classes will be available for students needing remediation and increased academic rigor. Identified Areas of Curricular Focus: • Making inferences • Putting events in sequential/temporal order from the reading • Understanding the difference between "however," "therefore," and other common words in context. (Transitional Words/Phrases) • Tense Agreement – Past, Present, Future • Citing textual evidence to support inferences drawn from the text STAR Assessments	Academic Support Program	Tier 2	Monitor	09/07/2015	07/01/2016	\$0	General Fund	Administration and Instructional Staff

Strategy 3:

Curriculum Alignment - Staff will align curriculum vertically and horizontally across grades 7-12 to make sure that all power benchmarks in the common core and state curriculum are covered in all disciplines. This alignment will provide best practice for staff and an increased collaboration for all levels of instruction.

Category:

Research Cited: "For years, district educators have emphasized aligning written, taught, and tested curricula to ensure that students are taught to high standards (Glatthorn, 1999). Vertical alignment of local curriculum is part of a larger, standards-based context that involves state standards and assessments, district curriculum, classroom teaching, performance standards, and instructional materials. The current emphasis on accountability combined with the practical applications of technology has created a context in which educators can ensure that curriculum is standards based and used to improve practice." <http://files.eric.ed.gov/fulltext/ED507587.pdf>

Tier: Tier 1

Activity - Implementation of International Baccalaureate Learning Profile in All Classrooms	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will utilize the International Baccalaureate (IB) Learning Profile in all classrooms. This model encourages students to be world and critical thinkers. The IB Learning Profile develops students to be: •Inquirers •Knowledgeable •Thinkers •Communicators •Principled •Open-minded •Caring •Risk-takers •Balanced •Reflective The implementation of this profile for all grades 7-12 will prepare students who wish to take IB classes during their junior and senior years	Academic Support Program	Tier 1	Getting Ready	09/07/2015	07/01/2016	\$0	General Fund	Administration and teaching staff
Activity - Atlas Rubicon	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Staff will begin utilizing the "Atlas Rubicon" online curriculum mapping resource. This will help vertically and horizontally align curriculum across levels 7-12th grade. The system provides multiple links to resources for most disciplines and will help identify power benchmarks and the creation of effective common assessments.	Curriculum Development		Getting Ready	09/07/2015	07/01/2016	\$7000	General Fund	Administration and Teaching staff
Activity - Problems in Context (SAT-style) questions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
50% of student work will be comprised of "problems in context", Higher Order Thinking problems (Depth of Knowledge levels 3 or 4) and SAT/Standardized test style questions.	Direct Instruction, Curriculum Development, Getting Ready	Tier 1	Getting Ready	09/06/2016	06/09/2017	\$0	General Fund	ELA staff

Goal 5: All Algonac High School students will be proficient in Science. A 5% rise in overall science proficiency on the Michigan State Assessment will occur annually as a result of data driven improvement efforts.

Measurable Objective 1:

100% of All Students will demonstrate a proficiency of a 5% proficiency increase as a cohort on the Michigan state assessment (vs. previous cohort). in Science by 07/01/2016 as measured by Cohort Proficiency on the Michigan state assessment..

Strategy 1:

Literacy in Action - Literacy in Action activities will be implemented in ELA, Science, and Social Studies classes to improve the reading and writing skills for all students 7-12.

Category:

Research Cited: "Some common themes have emerged from the research literature as effective practices for instruction. The most common suggestion made throughout the research surveyed is that teachers should use systematic, explicit, and direct instruction. When students experience explicit instruction on a specific skill, teacher modeling, guided practice, and independent practice, they are much more likely to become proficient at the skill being taught [12, 28, 35, 75, 83]. The second common theme throughout many of the literacy components discussed is the use of repetition. One way to ensure that students retain a strategy or skill is to review it in different contexts and with different texts [6, 16, 20]. Whether applied to reading a text repeatedly to improve fluency or practicing the steps of a strategy multiple times to master that strategy, repetition contributes to the improvement of adolescent literacy skills. " http://lincs.ed.gov/publications/pdf/adolescent_literacy07.pdf

Tier: Tier 1

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Activity - Writing Fluency	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
7-12 Teachers in ELA, Science, and Social Studies classes will give a 5 minute content specific prompt for students to write about for writing fluency at least once every two weeks. Students will keep track of how many words they are writing per the 5 minutes of writing and keep track of progress.	Academic Support Program	Tier 1	Getting Ready	09/07/2015	07/01/2016	\$1000	General Fund	Administration and Teaching Staff
Activity - Text Comprehension	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ELA, Science, and Social studies teachers will pick a content specific reading topic and lead students through a Guided Highlighted Reading once every two weeks. Students will also do a reading prompt for 5-minutes to measure how many words they read in 5-minutes and keep track of their growth data.	Academic Support Program	Tier 1	Getting Ready	09/07/2015	07/01/2016	\$1000	General Fund	Administration and Teaching Staff
Activity - Vocabulary	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and students will identify key Tier 2 and 3 vocabulary words per unit of study in all core content areas. Staff will use various methods: Frayer model, Marzano 6-step, Self-awareness chart, etc. to help students identify and master key academic vocabulary.	Academic Support Program	Tier 1	Getting Ready	09/07/2015	07/01/2016	\$1000	General Fund	Administration and Teaching Staff

Strategy 2:

Curriculum Alignment - Staff will align curriculum vertically and horizontally across grades 7-12 to make sure that all power benchmarks in the common core and state curriculum are covered in all disciplines. This will alignment will provide best practice for staff and an increased collaboration for all levels of instruction.

Category:

Research Cited: "For years, district educators have emphasized aligning written, taught, and tested curricula to ensure that students are taught to high standards (Glatthorn, 1999). Vertical alignment of local curriculum is part of a larger, standards-based context that involves state standards and assessments, district curriculum, classroom teaching, performance standards, and instructional materials. The current emphasis on accountability combined with the practical applications of technology has created a context in which educators can ensure that curriculum is standards based and used to improve practice." <http://files.eric.ed.gov/fulltext/ED507587.pdf>

Tier:

Activity - Atlas Rubicon	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Staff will begin utilizing the "Atlas Rubicon" online curriculum mapping resource. This will help vertically and horizontally align curriculum across levels 7-12th grade. The system provides multiple links to resources for most disciplines and will help identify power benchmarks and the creation of effective common assessments.	Curriculum Development		Getting Ready	09/07/2015	07/01/2016	\$7000	General Fund	Administration and Teaching Staff
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Activity - Implementation of International Baccalaureate Learning Profile in All Classrooms	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will utilize the International Baccalaureate (IB) Learning Profile in all classrooms. This model encourages students to be world and critical thinkers. The IB Learning Profile develops students to be: •Inquirers •Knowledgeable •Thinkers •Communicators •Principled •Open-minded •Caring •Risk-takers •Balanced •Reflective The implementation of this profile for all grades 7-12 will prepare students who wish to take IB classes during their junior and senior years	Academic Support Program	Tier 1	Getting Ready	09/07/2015	07/01/2016	\$0	General Fund	Administration and Teaching Staff

Strategy 3:

At-Risk Support - At-Risk coordinator and Career Advisor will monitor students progress and identify students who are At-Risk using STAR testing, State testing, grades, attendance, and behavior. The At-Risk students will be given various support interventions such as small-group and individual pull-out sessions, core specific seminars, summer academy support, and Positive Behavior Supports.

Category:

Research Cited: "The most successful models, tutoring and CAI, completely adapt instruction to students' unique needs and provide plentiful direct instruction appropriate to students' levels of readiness." <http://eric.ed.gov/?q=at-risk%2c+pull-out&ft=on&id=ED288921>

Research has consistently indicated that additional time in a subject area is linked to positive learning outcomes. The National Center on Time and Learning released a study indicating that extra learning time plays a role in increasing student achievement at the middle and high school levels. <http://www.timeandlearning.org/> In addition: Tracking An Emerging Movement: A Report on Expanded-Time Schools in America, by David A. Farbman, presents results showing that students participating in schools where extended time was incorporated did better on their states' standardized English and mathematics tests compared with their peers on regular schedules in nearby schools. <http://www.timeandlearning.org/images/12.7.09FinalDatabaseReport.pdf>

Tier:

Activity - Individual and Small Group Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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An At-Risk Coordinator will be hired for the 15-16 school year. The coordinator will do small-group and individual pull-out instruction for students in their elective classes. Students will be identified by STAR testing, state testing, grades, attendance, and behavior. Teachers will provide prescriptive needs for the students and our At-Risk coordinator and Career Advisor will work with the students to bring them up to grade-level.	Direct Instruction, Academic Support Program		Getting Ready	09/07/2015	07/01/2016	\$150000	Section 31a	Administration, At-Risk Coordinator, Teaching Staff
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Activity - Science Seminar	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
As an addition to the embedded 'Seminar System' at Algonac High School (30 minute 'plus hour' segment twice weekly on Tuesdays and Thursdays), all 7th, 8th, 9th, 10th, and 11th grade students identified as being 'at-risk' determined by state testing, grades, or teacher recommendation in Science will be placed in an eight week seminar (16 sessions) with a curriculum designed to remediate and advance students. Target Area for Curriculum: • Vocabulary across the Science Disciplines • Creating and Interpreting Complex Graphs and Charts • Graph and Chart questions that require a student to draw information from more than one graph/chart • Research summary: Questions that require students to summarize an example of research. • Data representation: Questions that require students to analyze data representation. • Understanding Conflicting Viewpoints : Multiple Arguments • The ability to inference: Drawing a conclusion by deductive reasoning from given facts.	Academic Support Program	Tier 2	Monitor	09/07/2015	07/01/2016	\$0	General Fund	Administration, At-Risk Coordinator, and Teaching Staff

Activity - Summer Academy	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Student population that is focused on Bottom 30% and the special education students will receive instruction in the areas they are deficient. They will rotate through individualized instruction program in the core subject areas three times a week with a highly qualified teacher. Students will receive additional support through technology and virtual learning.	Academic Support Program	Tier 2	Monitor	09/07/2015	07/01/2016	\$5000	Section 31a	Administration and hired staff

Activity - Positive Behavior Intervention System (PBIS)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will implement Positive Behavior supports in the classroom identifying appropriate behaviors in the classroom, in the hallways, lunchroom, etc. Students will be rewarded both in class and school wide for following the behavior goals set by the school.	Behavioral Support Program	Tier 1	Implement	09/07/2015	07/01/2016	\$5000	General Fund	Administration and Instructional staff

Goal 6: All Algonac High School students will be proficient in Social Studies. A 5% rise in overall social studies proficiency on the Michigan State Assessment will occur annually as a result of data driven improvement efforts.

Measurable Objective 1:

100% of All Students will demonstrate a proficiency of a 5% proficiency increase as a Cohort (vs. previous cohort) on the Michigan state assessment. in Social Studies by 07/01/2016 as measured by Michigan state assessment.

Strategy 1:

Literacy in Action - Literacy in Action activities will be implemented in ELA, Science, and Social Studies classes to improve the reading and writing skills for all students 7-12.

Category:

Research Cited: "Some common themes have emerged from the research literature as effective practices for instruction. The most common suggestion made throughout the research surveyed is that teachers should use systematic, explicit, and direct instruction. When students experience explicit instruction on a specific skill, teacher modeling, guided practice, and independent practice, they are much more likely to become proficient at the skill being taught [12, 28, 35, 75, 83]. The second common theme throughout many of the literacy components discussed is the use of repetition. One way to ensure that students retain a strategy or skill is to review it in different contexts and with different texts [6, 16, 20]. Whether applied to reading a text repeatedly to improve fluency or practicing the steps of a strategy multiple times to master that strategy, repetition contributes to the improvement of adolescent literacy skills. " http://lincs.ed.gov/publications/pdf/adolescent_literacy07.pdf

Tier: Tier 1

Activity - Writing Fluency	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
7-12 Teachers in ELA, Science, and Social Studies classes will give a 5 minute content specific prompt for students to write about for writing fluency at least once every two weeks. Students will keep track of how many words they are writing per the 5 minutes of writing and keep track of progress.	Academic Support Program	Tier 1	Getting Ready	09/07/2015	07/01/2016	\$1000	General Fund	Administration and Instructional Staff

Activity - Text Comprehension	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ELA, Science, and Social studies teachers will pick a content specific reading topic and lead students through a Guided Highlighted Reading once every two weeks. Students will also do a reading prompt for 5-minutes to measure how many words they read in 5-minutes and keep track of their growth data.	Academic Support Program	Tier 1	Getting Ready	09/07/2015	07/01/2016	\$1000	General Fund	Administration and Instructional staff

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Activity - Vocabulary	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and students will identify key Tier 2 and 3 vocabulary words per unit of study in all core content areas. Staff will use various methods: Frayer model, Marzano 6-step, Self-awareness chart, etc. to help students identify and master key academic vocabulary.	Academic Support Program	Tier 1	Getting Ready	09/07/2015	07/01/2016	\$1000	General Fund	Administrati on and Instructional Staff

Strategy 2:

At-Risk Support - At-Risk coordinator and Career Advisor will monitor students progress and identify students who are At-Risk using STAR testing, State testing, grades, attendance, and behavior. The At-Risk coordinator will do small group and individual pull-outs during elective classes to provide instructional support and coaching for identified At-Risk students.

Category:

Research Cited: "The most successful models, tutoring and CAI, completely adapt instruction to students' unique needs and provide plentiful direct instruction appropriate to students' levels of readiness." <http://eric.ed.gov/?q=at-risk%2c+pull-out&ft=on&id=ED288921>

Tier: Tier 2

Activity - Individual and Small Group Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
An At-Risk Coordinator will be hired for the 15-16 school year. The coordinator will do small-group and individual pull-out instruction for students in their elective classes. Students will be identified by STAR testing, state testing, grades, attendance, and behavior. Teachers will provide prescriptive needs for the students and our At-Risk coordinator and Career Advisor will work with the students to bring them up to grade-level.	Academic Support Program	Tier 2	Getting Ready	09/07/2015	07/01/2016	\$150000	Section 31a	Administrati on, At-Risk Coordinator , Instructional Staff

Activity - Social Studies Seminar	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
As an addition to the embedded 'Seminar System' at Algonac High School (30 minute 'plus hour' segment twice weekly on Tuesdays and Thursdays), all 7th, 8th, 9th, 10th, and 11th grade students identified as being 'at-risk' by state assessments, STAR testing, grades, or teacher recommendation in Social Studies will be placed in an eight week seminar (16 sessions) with a curriculum designed to remediate and advance students.	Academic Support Program		Monitor	09/07/2015	07/01/2016	\$0	General Fund	Administrati on and Instructional Staff

Activity - Summer Academy	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Student population that is focused on Bottom 30% and the special education students will receive instruction in the areas they are deficient. They will rotate through individualized instruction program in the core subject areas three times a week with a highly qualified teacher. Students will receive additional support through technology and virtual learning.	Academic Support Program	Tier 2	Monitor	09/07/2015	07/01/2016	\$5000	Section 31a	Administrati on and hired staff
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Activity - Positive Behavior Intervention System (PBIS)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsibl e
Staff will implement Positive Behavior supports in the classroom identifying appropriate behaviors in the classroom, in the hallways, lunchroom, etc. Students will be rewarded both in class and school wide for following the behavior goals set by the school.	Behavioral Support Program	Tier 1	Implement	09/07/2015	07/01/2016	\$1000	General Fund	Administrati on and Instructional Staff

Strategy 3:

Curriculum Alignment - Staff will align curriculum vertically and horizontally across grades 7-12 to make sure that all power benchmarks in the common core and state curriculum are covered in all disciplines. This will alignment will provide best practice for staff and an increased collaboration for all levels of instruction.

Category:

Research Cited: "For years, district educators have emphasized aligning written, taught, and tested curricula to ensure that students are taught to high standards (Glatthorn, 1999). Vertical alignment of local curriculum is part of a larger, standards-based context that involves state standards and assessments, district curriculum, classroom teaching, performance standards, and instructional materials. The current emphasis on accountability combined with the practical applications of technology has created a context in which educators can ensure that curriculum is standards based and used to improve practice." <http://files.eric.ed.gov/fulltext/ED507587.pdf>

Tier:

Activity - Atlas Rubicon	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsibl e
Staff will begin utilizing the "Atlas Rubicon" online curriculum mapping resource. This will help vertically and horizontally align curriculum across levels 7-12th grade. The system provides multiple links to resources for most disciplines and will help identify power benchmarks and the creation of effective common assessments.	Curriculum Development, Academic Support Program		Getting Ready	09/07/2015	07/01/2016	\$7000	General Fund	Administrati on and Instructional Staff

Activity - Implementation of International Baccalaurette Learning Profile in All Classrooms	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsibl e
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School Improvement Plan

Algonac High School

<p>Staff will utilize the International Baccalaureate (IB) Learning Profile in all classrooms. This models encourages students to be world and critical thinkers. The IB Learning Profile develops students to be: •Inquirers •Knowledgeable •Thinkers •Communicators •Principled •Open-minded •Caring •Risk-takers •Balanced •Reflective The implementation of this profile for all grades 7-12 will prepare students who wish to take IB classes during their junior and senior years</p>	<p>Academic Support Program</p>	<p>Tier 1</p>	<p>Implement</p>	<p>09/07/2015</p>	<p>07/01/2016</p>	<p>\$0</p>	<p>General Fund</p>	<p>Administrati on and Instructiona l Staff</p>
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Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Other

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Sustainment of the P.A.S.S. Academic Mentoring Program	The P.A.S.S. (Promoting Academic and Social Success) Mentoring Program has been in existence at Algonac High School since 2006. Sustaining the operations of the program involve facilitating the training of Senior Mentors each Spring and facilitating the current mentor/mentee relationships throughout the school-wide annual seminar cycle.	Academic Support Program	Tier 2	Monitor	09/07/2015	07/01/2016	\$500	Planned staff responsible for implementing activity: P.A.S.S. Facilitators: Kurt Welchner, John Highstreet, and Michael Cesaro

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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Claims, Evidence, and Reasoning: IB Learning Profile	Staff will utilize the International Baccalaureate (IB) Learning Profile in all classrooms. This model encourages students to be world and critical thinkers. The IB Learning Profile develops students to be: •Inquirers •Knowledgeable •Thinkers •Communicators •Principled •Open-minded •Caring •Risk-takers •Balanced •Reflective The implementation of this profile for all grades 7-12 will prepare students who wish to take IB classes during their junior and senior years. - Evidence to support claims: Students will use evidence to support claims and use reasoning to develop ideas to connect claims to evidence in writing and discussion. Each department will have students write two SAT-style essays per quarter to use evidence in the reading to support claims and arguments. - Student Centered Learning: Staff will use student-centered instruction in the classroom. Teachers will not give more than 15 minute direct instruction without an active student learning activity such as summarizing, pair-share, etc. Research to support active learning: http://ideas.time.com/2012/10/02/why-lectures-are-ineffective/	Academic Support Program	Tier 1	Getting Ready	08/26/2016	08/25/2017	\$0	Principal and all teaching staff
Writing Fluency	7-12 Teachers in ELA, Science, and Social Studies classes will give a 5 minute content specific prompt for students to write about for writing fluency at least once every two weeks. Students will keep track of how many words they are writing per the 5 minutes of writing and keep track of progress.	Academic Support Program	Tier 1	Getting Ready	09/07/2015	07/01/2016	\$1000	Principal and teaching staff
Data table and Graph interpretation and analysis	All core teaching staff will use various tables and graphs multiple times per marking period to help students develop Tier 3 and 4 understanding of data. Staff will include at least one question in each unit assessment using data interpretation.	Academic Support Program	Tier 1	Getting Ready	09/07/2015	07/01/2016	\$0	Principal and teaching staff
Vocabulary	Teachers and students will identify key Tier 2 and 3 vocabulary words per unit of study in all core content areas. Staff will use various methods: Frayer model, Marzano 6-step, Self-awareness chart, etc. to help students identify and master key academic vocabulary.	Academic Support Program	Tier 1	Getting Ready	09/07/2015	07/01/2016	\$1000	Administration and Instructional Staff
STAR Testing	All students will take the math STAR test a minimum of 3 times per year to ensure that learning targets are achieved. Growth goals will be implemented for the Bottom 30% and the Special Education sub-groups.	Academic Support Program		Implement	09/07/2015	07/01/2016	\$7000	Administration, teaching staff, para-pros

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Positive Behavior Intervention System (PBIS)	Staff will implement Positive Behavior supports in the classroom identifying appropriate behaviors in the classroom, in the hallways, lunchroom, etc. Students will be rewarded both in class and school wide for following the behavior goals set by the school.	Behavioral Support Program	Tier 1	Implement	09/07/2015	07/01/2016	\$3000	Administration and entire school staff
Writing Fluency	7-12 Teachers in ELA, Science, and Social Studies classes will give a 5 minute content specific prompt for students to write about for writing fluency at least once every two weeks. Students will keep track of how many words they are writing per the 5 minutes of writing and keep track of progress.	Academic Support Program	Tier 1	Getting Ready	09/07/2015	07/01/2016	\$1000	Administration and Teaching Staff
Positive Behavior Intervention System (PBIS)	Staff will implement Positive Behavior supports in the classroom identifying appropriate behaviors in the classroom, in the hallways, lunchroom, etc. Students will be rewarded both in class and school wide for following the behavior goals set by the school.	Behavioral Support Program	Tier 1	Implement	09/07/2015	07/01/2016	\$5000	Administration and Instructional staff
Implementation of International Baccalaureate Learning Profile in All Classrooms	Staff will utilize the International Baccalaureate (IB) Learning Profile in all classrooms. This model encourages students to be world and critical thinkers. The IB Learning Profile develops students to be: •Inquirers •Knowledgeable •Thinkers •Communicators •Principled •Open-minded •Caring •Risk-takers •Balanced •Reflective The implementation of this profile for all grades 7-12 will prepare students who wish to take IB classes during their junior and senior years	Academic Support Program	Tier 1	Getting Ready	09/07/2015	07/01/2016	\$0	Administration and Teaching Staff
Atlas Rubicon	Staff will begin utilizing the "Atlas Rubicon" online curriculum mapping resource. This will help vertically and horizontally align curriculum across levels 7-12th grade. The system provides multiple links to resources for most disciplines and will help identify power benchmarks and the creation of effective common assessments (50% of Unit Assessments will be composed of SAT-style assessments). Staff will be provided PD time throughout the year to develop their curriculum and assessments online.	Technology, Curriculum Development		Getting Ready	09/07/2015	07/01/2016	\$7000	Administration and teaching staff
Text Comprehension	ELA, Science, and Social studies teachers will pick a content specific reading topic and lead students through a Guided Highlighted Reading once every two weeks. Students will also do a reading prompt for 5-minutes to measure how many words they read in 5-minutes and keep track of their growth data.	Academic Support Program	Tier 1	Getting Ready	09/07/2015	07/01/2016	\$1000	Administration and Teaching Staff

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Positive Behavior Intervention System (PBIS)	Staff will implement Positive Behavior supports in the classroom identifying appropriate behaviors in the classroom, in the hallways, lunchroom, etc. Students will be rewarded both in class and school wide for following the behavior goals set by the school.	Behavioral Support Program	Tier 1	Implement	09/07/2015	07/01/2016	\$1000	Administrators and Instructional Staff
Implementation of International Baccalaureate Learning Profile in All Classrooms	Staff will utilize the International Baccalaureate (IB) Learning Profile in all classrooms. This model encourages students to be world and critical thinkers. The IB Learning Profile develops students to be: •Inquirers •Knowledgeable •Thinkers •Communicators •Principled •Open-minded •Caring •Risk-takers •Balanced •Reflective The implementation of this profile for all grades 7-12 will prepare students who wish to take IB classes during their junior and senior years	Academic Support Program	Tier 1	Implement	09/07/2015	07/01/2016	\$0	Administrators and Instructional Staff
Positive Behavior Intervention System (PBIS)	Staff will implement Positive Behavior supports in the classroom identifying appropriate behaviors in the classroom, in the hallways, lunchroom, etc. Students will be rewarded both in class and school wide for following the behavior goals set by the school.	Behavioral Support Program		Implement	09/07/2015	07/01/2016	\$1000	Administrators and Instructional staff
Science Seminar	As an addition to the embedded 'Seminar System' at Algonac High School (30 minute 'plus hour' segment twice weekly on Tuesdays and Thursdays), all 7th, 8th, 9th, 10th, and 11th grade students identified as being 'at-risk' determined by state testing, grades, or teacher recommendation in Science will be placed in an eight week seminar (16 sessions) with a curriculum designed to remediate and advance students. Target Area for Curriculum: • Vocabulary across the Science Disciplines • Creating and Interpreting Complex Graphs and Charts • Graph and Chart questions that require a student to draw information from more than one graph/chart • Research summary: Questions that require students to summarize an example of research. • Data representation: Questions that require students to analyze data representation. • Understanding Conflicting Viewpoints : Multiple Arguments • The ability to inference: Drawing a conclusion by deductive reasoning from given facts.	Academic Support Program	Tier 2	Monitor	09/07/2015	07/01/2016	\$0	Administrators, At-Risk Coordinator, and Teaching Staff

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Seminar Support	As an addition to the embedded 'Seminar System' at Algonac High School (40 minute 'plus hour' segment twice weekly on Tuesdays and Thursdays), all 7th, 8th, 9th, 10th, and 11th grade students identified as being 'at-risk' due to STAR testing results, state testing results, grades, or teacher recommendation in all core classes will be placed in a eight week seminar (16 sessions) with a curriculum designed to remediate and advance students. In addition, intervention classes will be available for students needing remediation and increased academic rigor.	Academic Support Program		Monitor	09/07/2015	07/01/2016	\$0	Administrati on and Instructiona l staff
English Seminar	As an addition to the embedded 'Seminar System' at Algonac High School (40 minute 'plus hour' segment twice weekly on Tuesdays and Thursdays), all 7th, 8th,9th, 10th, and 11th grade students identified as being 'at-risk' in regards to state assessments, STAR testing, grades, or teacher recommendation in Reading will be placed in an eight week seminar (16 sessions) with a curriculum designed to remediate and advance students. In addition, intervention classes will be available for students needing remediation and increased academic rigor. Identified Areas of Curricular Focus: • Making inferences • Putting events in sequential/temporal order from the reading • Understanding the difference between “however,” “therefore,” and other common words in context. (Transitional Words/Phrases) • Tense Agreement – Past, Present, Future • Citing textual evidence to support inferences drawn from the text STAR Assessments	Academic Support Program	Tier 2	Monitor	09/07/2015	07/01/2016	\$0	Administrati on and Instructiona l Staff
Text Comprehension	ELA, Science, and Social studies teachers will pick a content specific reading topic and lead students through a Guided Highlighted Reading once every two weeks. Students will also do a reading prompt for 5-minutes to measure how many words they read in 5-minutes and keep track of their growth data. Continued pairing of non-fiction and fiction texts. Students will identify signal words to decode text	Academic Support Program	Tier 1	Getting Ready	09/07/2015	07/01/2016	\$1000	Principal and teaching staff
Implementation of International Baccalaurette Learning Profile in All Classrooms	Staff will utilize the International Baccalaureate (IB) Learning Profile in all classrooms. This models encourages students to be world and critical thinkers. The IB Learning Profile develops students to be: •Inquirers •Knowledgeable •Thinkers •Communicators •Principled •Open-minded •Caring •Risk-takers •Balanced •Reflective The implementation of this profile for all grades 7-12 will prepare students who wish to take IB classes during their junior and senior years	Academic Support Program	Tier 1	Getting Ready	09/07/2015	07/01/2016	\$0	Administrati on and teaching staff

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Atlas Rubicon	Staff will begin utilizing the "Atlas Rubicon" online curriculum mapping resource. This will help vertically and horizontally align curriculum across levels 7-12th grade. The system provides multiple links to resources for most disciplines and will help identify power benchmarks and the creation of effective common assessments.	Curriculum Development		Getting Ready	09/07/2015	07/01/2016	\$7000	Administration and Teaching Staff
English Seminar	As an addition to the embedded 'Seminar System' at Algonac High School (30 minute 'plus hour' segment twice weekly on Tuesdays and Thursdays), all 7th, 8th, 9th, 10th, and 11th grade students identified as being 'at-risk' by state assessments, STAR testing, grades, or teacher recommendation in Writing/English will be placed in an eight week seminar (16 sessions) with a curriculum designed to remediate and advance students. Target Curriculum: • Making inferences • Putting events in sequential/temporal order from the reading • Understanding the difference between "however," "therefore," and other common words in context. (Transitional Words/Phrases) • Comma Usage • Apostrophe Usage • Tense Agreement – Past, Present, Future • Citing textual evidence to support inferences drawn from the text • Identifying and Interpreting Question Formats • Correcting Sentence Structures	Academic Support Program		Monitor	09/07/2015	07/01/2016	\$0	Administration and Instructional Staff
Text Comprehension	ELA, Science, and Social studies teachers will pick a content specific reading topic and lead students through a Guided Highlighted Reading once every two weeks. Students will also do a reading prompt for 5-minutes to measure how many words they read in 5-minutes and keep track of their growth data.	Academic Support Program	Tier 1	Getting Ready	09/07/2015	07/01/2016	\$1000	Administration and Instructional staff
Writing Fluency	7-12 Teachers in ELA, Science, and Social Studies classes will give a 5 minute content specific prompt for students to write about for writing fluency at least once every two weeks. Students will keep track of how many words they are writing per the 5 minutes of writing and keep track of progress.	Academic Support Program	Tier 1	Getting Ready	09/07/2015	07/01/2016	\$1000	Administration and Instructional Staff
Vocabulary	Teachers and students will identify key Tier 2 and 3 vocabulary words per unit of study in all core content areas. Staff will use various methods: Frayer model, Marzano 6-step, Self-awareness chart, etc. to help students identify and master key academic vocabulary.	Academic Support Program	Tier 1	Getting Ready	09/07/2015	07/01/2016	\$1000	Administration and Teaching Staff

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Atlas Rubicon	Staff will begin utilizing the "Atlas Rubicon" online curriculum mapping resource. This will help vertically and horizontally align curriculum across levels 7-12th grade. The system provides multiple links to resources for most disciplines and will help identify power benchmarks and the creation of effective common assessments.	Curriculum Development		Getting Ready	09/07/2015	07/01/2016	\$7000	Administration and Teaching staff
Writing Fluency	7-12 Teachers in ELA, Science, and Social Studies classes will give a 5 minute content specific prompt for students to write about for writing fluency at least once every two weeks. Students will keep track of how many words they are writing per the 5 minutes of writing and keep track of progress.	Academic Support Program	Tier 1	Getting Ready	09/07/2015	07/01/2016	\$1000	Administration and Instructional staff
Vocabulary	Teachers and students will identify key Tier 2 and 3 vocabulary words per unit of study in all core content areas. Staff will use various methods: Frayer model, Marzano 6-step, Self-awareness chart, etc. to help students identify and master key academic vocabulary. Direct teaching of word parts (Prefix and suffix and common root words). Staff will utilize "Word Generation" wordgen.serpmedia.org to support vocabulary in all core areas	Academic Support Program	Tier 1	Getting Ready	09/07/2015	07/01/2016	\$1000	Principal and teaching staff
Social Studies Seminar	As an addition to the embedded 'Seminar System' at Algonac High School (30 minute 'plus hour' segment twice weekly on Tuesdays and Thursdays), all 7th, 8th, 9th, 10th, and 11th grade students identified as being 'at-risk' by state assessments, STAR testing, grades, or teacher recommendation in Social Studies will be placed in an eight week seminar (16 sessions) with a curriculum designed to remediate and advance students.	Academic Support Program		Monitor	09/07/2015	07/01/2016	\$0	Administration and Instructional Staff
Positive Behavior Intervention System (PBIS)	Staff will implement Positive Behavior supports in the classroom identifying appropriate behaviors in the classroom, in the hallways, lunchroom, etc. Students will be rewarded both in class and school wide for following the behavior goals set by the school.	Behavioral Support Program	Tier 1	Implement	09/07/2015	07/01/2016	\$5000	Administration and teaching staff
Implementation of International Baccalaureate Learning Profile in All Classrooms	Staff will utilize the International Baccalaureate (IB) Learning Profile in all classrooms. This model encourages students to be world and critical thinkers. The IB Learning Profile develops students to be: •Inquirers •Knowledgeable •Thinkers •Communicators •Principled •Open-minded •Caring •Risk-takers •Balanced •Reflective The implementation of this profile for all grades 7-12 will prepare students who wish to take IB classes during their junior and senior years	Academic Support Program	Tier 1	Implement	09/07/2015	07/01/2016	\$0	Administration and Instructional Staff

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Text Comprehension	ELA, Science, and Social studies teachers will pick a content specific reading topic and lead students through a Guided Highlighted Reading once every two weeks. Students will also do a reading prompt for 5-minutes to measure how many words they read in 5-minutes and keep track of their growth data.	Academic Support Program	Tier 1	Getting Ready	09/07/2015	07/01/2016	\$1000	Administration and Instructional Staff
Math Seminar	As an addition to the embedded 'Seminar System' at Algonac High School (40 minute 'plus hour' segment twice weekly on Tuesdays and Thursdays), all 7th, 8th, 9th, 10th, and 11th grade students identified as being 'at-risk' due to STAR testing results, state testing results, grades, or teacher recommendation in Mathematics will be placed in a eight week seminar (16 sessions) with a curriculum designed to remediate and advance students. In addition, intervention classes will be available for students needing remediation and increased academic rigor. Target Curriculum Areas identified from Data Disaggregation: • Inequalities – Operations and Evaluation • Geometric Shapes – Knowing and using the basic properties • Ratios/percents/fractions/decimals: Understanding how all of them can be used interchangeably and converted from one to another. • Basic properties of triangles • All varying types of story problems STAR Assessments	Academic Support Program	Tier 2	Monitor	09/07/2015	07/01/2016	\$0	Administration and Instructional Staff
Atlas Rubicon	Staff will begin utilizing the "Atlas Rubicon" online curriculum mapping resource. This will help vertically and horizontally align curriculum across levels 7-12th grade. The system provides multiple links to resources for most disciplines and will help identify power benchmarks and the creation of effective common assessments.	Curriculum Development, Academic Support Program		Getting Ready	09/07/2015	07/01/2016	\$7000	Administration and Instructional Staff
Vocabulary	Teachers and students will identify key Tier 2 and 3 vocabulary words per unit of study in all core content areas. Staff will use various methods: Frayer model, Marzano 6-step, Self-awareness chart, etc. to help students identify and master key academic vocabulary.	Academic Support Program	Tier 1	Getting Ready	09/07/2015	07/01/2016	\$1000	Administration and Instructional Staff
STAR Testing	All students will take the math STAR test a minimum of 3 times per year to ensure that learning targets are achieved. Growth goals will be implemented for the Bottom 30% and the Special Education sub-groups.	Technology, Academic Support Program	Tier 1	Implement	09/07/2015	07/01/2016	\$7000	Administration, At-Risk Support, Teaching Staff, Para-pro's

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Positive Behavior Intervention System (PBIS)	Staff will implement Positive Behavior supports in the classroom identifying appropriate behaviors in the classroom, in the hallways, lunchroom, etc. Students will be rewarded both in class and school wide for following the behavior goals set by the school.	Behavioral Support Program	Tier 1	Implement	09/07/2015	07/01/2016	\$1000	Administration and Instructional Staff
Problems in Context (SAT-style) questions	50% of student work will be compromised of "problems in context", Higher Order Thinking problems (Depth of Knowledge levels 3 or 4) and SAT/Standardized test style questions.	Direct Instruction, Curriculum Development, Getting Ready	Tier 1	Getting Ready	09/06/2016	06/09/2017	\$0	ELA staff
Atlas Rubicon	Staff will begin utilizing the "Atlas Rubicon" online curriculum mapping resource. This will help vertically and horizontally align curriculum across levels 7-12th grade. The system provides multiple links to resources for most disciplines and will help identify power benchmarks and the creation of effective common assessments.	Curriculum Development, Academic Support Program		Getting Ready	09/07/2015	07/01/2016	\$7000	Administration and Instructional Staff
Problems in Context (SAT-style) questions	50% of student work will be compromised of "problems in context", Higher Order Thinking problems (Depth of Knowledge levels 3 or 4) and SAT/Standardized test style questions. Website to assist with creating "problems in context": http://serc.carleton.edu/sp/library/context_rich/how_create_cont.html	Direct Instruction, Curriculum Development, Getting Ready	Tier 1	Getting Ready	09/02/2016	06/09/2017	\$0	Math Department

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Sustainment of Edgenuity Credit Recovery Initiative	Sustainment of Edgenuity Credit Recovery Initiative	Academic Support Program		Evaluate	09/07/2015	07/01/2016	\$53750	Graduation Coach/Credit Recovery Coordinator : Algonac High School Counselor: Karen Blair Algonac High School Discipline Officer: Algonac High School Principal: Algonac High School AD/Director of Services: Jamie Thiede
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Section 31a

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Summer Academy	Student population that is focused on Bottom 30% and the special education students will receive instruction in the areas they are deficient. They will rotate through individualized instruction program in the core subject areas three times a week with a highly qualified teacher. Students will receive additional support through technology and virtual learning.	Academic Support Program	Tier 2	Monitor	09/07/2015	07/01/2016	\$5000	Administration and hired staff
Summer Academy	Student population that is focused on Bottom 30% and the special education students will receive instruction in the areas they are deficient. They will rotate through individualized instruction program in the core subject areas three times a week with a highly qualified teacher. Students will receive additional support through technology and virtual learning.	Academic Support Program		Monitor	07/11/2016	08/26/2016	\$1000	Principal and hired staff

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Individual and Small Group Instruction	An At-Risk Coordinator will be hired for the 15-16 school year. The coordinator will do small-group and individual pull-out instruction for students in their elective classes. Students will be identified by STAR testing, state testing, grades, attendance, and behavior. Teachers will provide prescriptive needs for the students and our At-Risk coordinator and Career Advisor will work with the students to bring them up to grade-level.	Direct Instruction, Academic Support Program	Tier 2	Getting Ready	09/07/2015	07/01/2016	\$150000	At-Risk Coordinator, Administration, Math, ELA, Social Studies, and Science teachers.
Individual and Small Group Instruction	An At-Risk Coordinator will be hired for the 15-16 school year. The coordinator will do small-group and individual pull-out instruction for students in their elective classes. Students will be identified by STAR testing, state testing, grades, attendance, and behavior. Teachers will provide prescriptive needs for the students and our At-Risk coordinator and Career Advisor will work with the students to bring them up to grade-level.	Direct Instruction, Academic Support Program		Getting Ready	09/07/2015	07/01/2016	\$150000	Administration, At-Risk Coordinator, Teaching Staff
Individual and Small Group Instruction	An At-Risk Coordinator will be hired for the 15-16 school year. The coordinator will do small-group and individual pull-out instruction for students in their elective classes. Students will be identified by STAR testing, state testing, grades, attendance, and behavior. Teachers will provide prescriptive needs for the students and our At-Risk coordinator and Career Advisor will work with the students to bring them up to grade-level.	Academic Support Program	Tier 2	Getting Ready	09/07/2015	07/01/2016	\$150000	Principal, At-Risk Coordinator, Instructional Staff
STAR Testing	All students will take the math STAR test a minimum of 3 times per year to ensure that learning targets are achieved. Growth goals will be implemented for the Bottom 30% and the Special Education sub-groups.	Academic Support Program		Monitor	09/07/2015	07/01/2016	\$7000	Administration and Instructional staff
Individual and Small Group Instruction	An At-Risk Coordinator will be hired for the 15-16 school year. The coordinator will do small-group and individual pull-out instruction for students in their elective classes. Students will be identified by STAR testing, state testing, grades, attendance, and behavior. Teachers will provide prescriptive needs for the students and our At-Risk coordinator and Career Advisor will work with the students to bring them up to grade-level.	Direct Instruction, Academic Support Program	Tier 2	Getting Ready	09/07/2015	07/01/2016	\$150000	Principal, At-Risk Coordinator, Teaching staff

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Career Advisor	Career advisor organize career fairs, outside speakers, field trips, etc. To help all Algonac High School students prepare for careers beyond their secondary schooling. Career advisor will meet regularly with At-Risk students identified by our 31a worksheet to help them identify a career pathway they are interested in and counseling support to identify the correct scheduling plan to meet their needs. Career Advisor will also monitor student growth for credit recovery on E2020.	Career Preparation /Orientation , Academic Support Program		Getting Ready	09/07/2015	07/01/2016	\$35000	Administrati on, At-Risk Coordinator , Career Advisor
Summer Academy	Student population that is focused on Bottom 30% and the special education students will receive instruction in the areas they are deficient. They will rotate through individualized instruction program in the core subject areas three times a week with a highly qualified teacher. Students will receive additional support through technology and virtual learning.	Academic Support Program	Tier 2	Monitor	09/07/2015	07/01/2016	\$5000	Administrati on and hired staff
Individual and Small Group Instruction	An At-Risk Coordinator will be hired for the 15-16 school year. The coordinator will do small-group and individual pull-out instruction for students in their elective classes. Students will be identified by STAR testing, state testing, grades, attendance, and behavior. Teachers will provide prescriptive needs for the students and our At-Risk coordinator and Career Advisor will work with the students to bring them up to grade-level.	Academic Support Program	Tier 2	Getting Ready	09/07/2015	07/01/2016	\$150000	Administrati on, At-Risk Coordinator , Instructional Staff
Summer Academy	Student population that is focused on Bottom 30% and the special education students will receive instruction in the areas they are deficient. They will rotate through individualized instruction program in the core subject areas three times a week with a highly qualified teacher. Students will receive additional support through technology and virtual learning.	Academic Support Program	Tier 2	Monitor	09/07/2015	07/01/2016	\$5000	Administrati on and hired staff
Individual and Small Group Instruction	An At-Risk Coordinator will be hired for the 15-16 school year. The coordinator will do small-group and individual pull-out instruction for students in their elective classes. Students will be identified by STAR testing, state testing, grades, attendance, and behavior. Teachers will provide prescriptive needs for the students and our At-Risk coordinator and Career Advisor will work with the students to bring them up to grade-level.	Direct Instruction, Academic Support Program	Tier 2	Getting Ready	09/07/2015	07/01/2016	\$150000	At-Risk Coordinator , Administrati on, Math, ELA, Social Studies, and Science teachers.

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Summer Academy	Student population that is focused on Bottom 30% and the special education students will receive instruction in the areas they are deficient. They will rotate through individualized instruction program in the core subject areas three times a week with a highly qualified teacher. Students will receive additional support through technology and virtual learning.	Academic Support Program	Tier 2	Monitor	07/11/2016	08/26/2016	\$5000	Administration and hired staff
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