



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.

Improvement Plan Assurance

Introduction

During the 2016-2017 school year, schools will have two options for Goals and Plans. 1. Update Goals and Plans, if necessary, based on analysis of data and Program Evaluation; 2. Complete and upload the Abbreviated Goals and Plans template into ASSIST, based on analysis of data and Program Evaluation.

Improvement Plan Assurance

Label	Assurance	Response	Comment	Attachment
1.	Which option was chosen for Goals and Plans?	Goals and Plans in ASSIST	See Goals and Plans in ASSIST	

18-19 School Improvement Plan

Overview

Plan Name

18-19 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	The school will achieve the state proficiency targets of 94.44% for the 4-year cohort, 96.49% for the 5-year cohort, and 97% for the 6-year cohort.	Objectives: 1 Strategies: 3 Activities: 7	Organizational	\$247250
2	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: 2 Activities: 12	Academic	\$217000
3	All Algonac High School Students will be proficient in ELA. A 5% rise in overall reading and writing proficiency on the Michigan State Assessment will occur annually as a result of data driven improvement efforts.	Objectives: 1 Strategies: 3 Activities: 13	Academic	\$222000
4	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: 12	Academic	\$72000
5	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: 12	Academic	\$178000

Goal 1: The school will achieve the state proficiency targets of 94.44% for the 4-year cohort, 96.49% for the 5-year cohort, and 97% for the 6-year cohort.

Measurable Objective 1:

demonstrate a behavior Each Algonac High School cohort will attain a 95% Graduation Rate. by 06/07/2019 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: Learning Support Systems

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: Tier 2

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
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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	09/04/2018	06/28/2019	\$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.

Students will have the opportunity to take the first credit recovery class free of cost. Every additional credit recovery class will cost students \$75 dollars. Students will be credited \$50 back if they complete the course in the quarter it is prescribed to the student.

Category: Technology

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:

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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 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: Tier 1

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	Tier 2	Evaluate	09/04/2018	06/28/2019	\$53750	General Fund	Graduation Coach/Credit Recovery Coordinator : Algonac High School Counselor: Karen Blair Algonac High School Discipline Officer: Sam Dobbs Algonac High School Principal: Ryan Melrose Algonac High School AD/Director of Services: Mitch Landrum
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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

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Activity - At-Risk Coordinator	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 monitor student growth using STAR testing, PSAT/SAT testing, M-STEP, and Classroom grades. Coordinator will meet with students who are not at grade level and help them develop an educational plan to help them achieve academic success and graduation.	Academic Support Program, Behavioral Support Program	Tier 2	Implement	09/04/2018	06/28/2019	\$150000	Section 31a	At-Risk Coordinator, Administration, Math, ELA, Social Studies, and Science teachers.

Activity - College/Career Advisor	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
College/Career advisor organize career fairs, outside speakers, field trips, etc. To help all Algonac High School students prepare for careers beyond their secondary schooling. College/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. College/Career Advisor will also assist monitor student growth for credit recovery on E2020.	Academic Support Program, Career Preparation /Orientation	Tier 2	Implement	09/04/2018	06/28/2019	\$35000	Section 31a	Administration, At-Risk Coordinator, Career Advisor, Principal

Activity - NWEA Testing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students will take the Nwea test a minimum of 3 times per year to ensure that learning targets are achieved. Growth goals will be implemented for the Economically Disadvantaged and the Special Education sub-groups.	Academic Support Program	Tier 1	Monitor	09/04/2018	06/29/2019	\$7000	Section 31a	Administration and Instructional 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 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	09/04/2018	06/28/2019	\$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
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	09/04/2018	06/28/2019	\$0	General Fund	Administration and Instructional staff

Goal 2: 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:

50% of All Students will demonstrate a proficiency in meeting the math objectives in Mathematics by 06/12/2020 as measured by Michigan state assessment and NWEA Testing.

Strategy 1:

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At-Risk Support - At-Risk coordinator and College/Career Advisor will monitor students progress and identify students who are At-Risk using NWEA testing, State testing, grades, attendance, and behavior. The At-Risk coordinator will organize and help provide the support for the at-risk population.

Category: Learning Support Systems

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 - At-Risk Coordinator	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 monitor student growth using STAR testing, PSAT/SAT testing, M-STEP, and Classroom grades. Coordinator will meet with students who are not at grade level and help them develop an educational plan to help them achieve academic success and graduation.	Academic Support Program	Tier 2	Implement	09/01/2016	07/01/2017	\$150000	Section 31a	At-Risk Coordinator, Administration, Math, ELA, Social Studies, and Science teachers.

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	Monitor	09/04/2018	06/07/2019	\$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
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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 NWEA 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 NWEA Assessments	Academic Support Program	Tier 2	Monitor	09/04/2018	06/07/2019	\$0	General Fund	Administrati on and Instructional Staff
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Activity - AT RISK PARAPRO SUPPORT	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
English and Math full-time paraprofessionals to provide academic assistance to students identified at-risk using State level Assessment, NWEA, and/or common assessments.	Academic Support Program	Tier 3	Implement	09/04/2018	06/07/2019	\$40000	Section 31a	Administrati on and at-risk coordinator

Activity - Co-Teaching	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Due to drastic deficiency in special education scores as determined by the state assessments, LD students will be co-taught in a class with a content specific instructor along with a special education teacher or para professional. 18-19 will be a year to prepare teachers for co-teaching with professional development. 19-20 will be the beginning year of implementation.	Teacher Collaboration, Getting Ready, Professional Learning	Tier 1	Getting Ready	09/04/2018	06/07/2019	\$0	General Fund	Content specific teachers, special education teachers, and administrati on

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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, Reasoning & Active Learning: IB Learning Profile	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 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	Implement	09/04/2018	06/07/2019	\$0	General Fund	Principal and all teaching staff

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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.	Curriculum Development, Technology	Tier 1	Implement	09/04/2018	06/07/2019	\$7000	General Fund	Administration and teaching staff

Activity - Problems in Context (SAT/M-STEP-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/M-STEP test style questions. Website to assist with creating "problems in context": http://serc.carleton.edu/sp/library/context_rich/how_create_cont.html	Getting Ready, Direct Instruction, Curriculum Development	Tier 1	Implement	09/04/2018	06/07/2019	\$0	General Fund	Math Department

Activity - Data table and Graph interpretation and analysis	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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All math, science, and social studies 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. 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).	Direct Instruction	Tier 1	Implement	09/04/2018	06/07/2019	\$0	General Fund	Administration and Teachers
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Activity - Common Vocabulary	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math department will identify Tier 2 and 3 vocabulary words in order to increase math literacy 7-12.	Curriculum Development	Tier 1	Implement	09/04/2018	06/07/2019	\$0	General Fund	Math department

Activity - Kagan	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers utilize Kagan strategies to hold students accountable for their learning. Kagan increases student collaboration and encourages a higher level of student involvement.	Implementation, Direct Instruction, Materials, Curriculum Development	Tier 1	Implement	09/04/2018	06/07/2019	\$10000	General Fund	Teachers and administration

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Activity - Power Standard Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will work together to review data analysis provided by Mark Wahlstrom and the "Golden Package". Mark takes all assessment data from M-STEP, NWEA, and SAT and breaks down student strength and weaknesses along with identifying what benchmarks are being assessed the most. Staff will review the report and analyze the data to refine curriculum in all core areas to better address student needs.	Implementation, Teacher Collaboration, Getting Ready, Direct Instruction, Materials, Curriculum Development, Professional Learning	Tier 1	Implement	09/04/2018	07/31/2019	\$7000	General Fund	Administration and Teachers

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

Measurable Objective 1:

65% of All Students will demonstrate a proficiency in reading and writing ELA standards in English Language Arts by 06/12/2020 as measured by Cohort Proficiency on the Michigan state assessment in ELA..

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: English/Language Arts

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

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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, Social Studies, and Math classes will give a 5 minute content specific prompt for students to write about for writing fluency at least once every month. 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	Implement	09/04/2018	06/07/2019	\$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 a month. Students will also complete timed reading prompts to measure how many words they read in the designated time and keep track of their growth data. Continued pairing of non-fiction and fiction texts where appropriate. Students will identify signal words to decode text	Academic Support Program	Tier 1	Implement	09/04/2018	06/07/2019	\$1000	General Fund	Principal and teaching staff

Activity - Vocabulary	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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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	Implement	09/04/2018	06/07/2019	\$1000	General Fund	Principal and teaching staff
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Strategy 2:

At-Risk Support - At-Risk coordinator and Career Advisor will monitor students progress and identify students who are At-Risk using NWEA testing, State testing, common assessments, attendance, and behavior. The At-Risk coordinator will be responsible for coordinating at-risk support.

Category: English/Language Arts

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 - At-Risk Coordinator	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
An At-Risk Coordinator will monitor student growth using NWEA testing, PSAT/SAT testing, M-STEP, and common assessments. Coordinator will meet with students who are not at grade level and help them develop an educational plan to help them achieve academic success and graduation.	Academic Support Program	Tier 2	Implement	09/04/2018	06/07/2019	\$150000	Section 31a	Principal, At-Risk Coordinator, Teaching 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	Monitor	09/04/2018	06/07/2019	\$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, NWEA testing, common assessments, or teacher recommendation in ELA will be placed in an eight week seminar (16 sessions) with a curriculum designed to remediate and advance students. 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	Academic Support Program	Tier 2	Monitor	09/04/2018	06/07/2019	\$0	General Fund	At-Risk Coordinator, Administration, and Instructional Staff

Activity - At-Risk Parapro	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The At-Risk Paraprofessional will provide academic assistance to students identified as at-risk using state level assessment, NWEA, and/or common assessments.	Academic Support Program	Tier 2	Getting Ready	09/04/2018	06/07/2019	\$40000	Section 31a	Administration

Activity - Co-Teaching	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Due to drastic deficiency in special education scores as determined by the state assessments, LD students will be co-taught in a class with a content specific instructor along with a special education teacher or para professional.	Direct Instruction	Tier 1	Implement	09/04/2018	06/07/2019	\$0	General Fund	Content teachers, special education teachers, para professionals, and administration
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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: English/Language Arts

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, Reasoningm, and Active Learning: IB Learning Profile	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

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 one SAT-style essays per semester 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	Implement	09/04/2018	06/07/2019	\$0	General Fund	Administration and teaching staff
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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	Tier 1	Monitor	09/04/2018	06/07/2019	\$7000	General Fund	Administration and Teaching staff

Activity - Problems in Context (MSTEP/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.	Getting Ready, Direct Instruction, Curriculum Development	Tier 1	Implement	09/04/2018	06/07/2019	\$0	General Fund	ELA staff

School Improvement Plan

Algonac High School

Activity - Kagan	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers utilize Kagan strategies to hold students accountable for their learning. Kagan increases student collaboration and encourages a higher level of student involvement.	Implementation, Direct Instruction, Materials, Curriculum Development	Tier 1		09/04/2018	06/07/2019	\$10000	General Fund	Administration and teachers

Activity - Power Standard Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will work together to review data analysis provided by Mark Wahlstrom and the "Golden Package". Mark takes all assessment data from M-STEP, NWEA, and SAT and breaks down student strength and weaknesses along with identifying what benchmarks are being assessed the most. Staff will review the report and analyze the data to refine curriculum in all core areas to better address student needs.	Implementation, Getting Ready, Direct Instruction, Materials, Curriculum Development, Professional Learning	Tier 1	Implement	09/04/2018	07/31/2019	\$7000	General Fund	Teachers and Administration

Goal 4: 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.

School Improvement Plan

Algonac High School

Measurable Objective 1:

85% 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 07/01/2018 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: Science

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 month. Students will keep track of how many words they are writing per the 5 minutes of writing and keep track of progress. Staff will focus on concise writing to match the 500 character restrictions on M-STEP	Academic Support Program	Tier 1	Implement	09/04/2018	06/07/2019	\$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
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School Improvement Plan

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ELA, Science, and Social studies teachers will pick a content specific reading topic and lead students through a Guided Highlighted Reading once every month. Students will also do a timed reading prompt to measure how many words they read and keep track of their growth data.	Academic Support Program	Tier 1	Implement	09/04/2018	06/07/2019	\$1000	General Fund	Administration and Teaching 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	Implement	09/04/2018	06/07/2019	\$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: Science

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 - 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	Tier 1	Implement	09/04/2018	06/07/2019	\$7000	General Fund	Administration and Teaching Staff

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Activity - Claims, Evidence, Reasoning & Active Learning: IB Learning Profile	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. - 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	Implement	09/04/2018	06/07/2019	\$0	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	Tier 1	Implement	09/04/2018	06/07/2019	\$0	General Fund	Administration and Teaching staff

Activity - Data table and Graph interpretation and analysis	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>All science 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. Using graph of the week and other SAT graph resources. At least 3 per unit.</p> <p>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).</p>	Direct Instruction	Tier 1	Implement	09/04/2018	06/07/2019	\$0	General Fund	Administration and Teaching Staff
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Activity - Kagan	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Teachers utilize Kagan strategies to hold students accountable for their learning. Kagan increases student collaboration and encourages a higher level of student involvement.</p>	Implementation, Direct Instruction, Materials, Curriculum Development	Tier 1	Implement	09/04/2018	06/07/2019	\$10000	General Fund	Administration and teachers

Activity - Power Standard Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Algonac High School

Teachers will work together to review data analysis provided by Mark Wahlstrom and the "Golden Package". Mark takes all assessment data from M-STEP, NWEA, and SAT and breaks down student strength and weaknesses along with identifying what benchmarks are being assessed the most. Staff will review the report and analyze the data to refine curriculum in all core areas to better address student needs.	Implementation, Getting Ready, Direct Instruction, Materials, Curriculum Development, Professional Learning	Tier 1		09/04/2018	07/31/2019	\$7000	General Fund	Teachers and Administration
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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 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 - Science 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' determined by state testing, common assessment, 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	09/04/2018	06/07/2019	\$0	General Fund	Administration, At-Risk Coordinator, and Teaching 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 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	Monitor	09/04/2018	06/07/2019	\$5000	General Fund	Administration and Instructional staff

Activity - At-Risk Para	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The At-Risk Paraprofessional will provide academic assistance to students identified as at-risk using state level assessment, NWEA, and/or common assessments.	Academic Support Program	Tier 2	Getting Ready	09/04/2018	06/07/2019	\$40000	Section 31a	Administration

Goal 5: 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:

85% 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 07/01/2018 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: Social Studies

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 month. 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	Implement	09/04/2018	06/07/2019	\$1000	General Fund	Administrati on and Instructional Staff

Activity - Text Comprehension	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

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ELA, Science, and Social studies teachers will pick a content specific reading topic and lead students through a Guided Highlighted Reading once every month. 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	Implement	09/04/2018	06/07/2019	\$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	Implement	09/04/2018	06/07/2019	\$1000	General Fund	Administration 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 NWEA testing, State testing, common assessments, 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: Science

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 - At-Risk	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
An At-Risk Coordinator will monitor student growth using NWEA testing, PSAT/SAT testing, M-STEP, and common assessments. Coordinator will meet with students who are not at grade level and help them develop an educational plan to help them achieve academic success and graduation.	Academic Support Program	Tier 2	Implement	09/04/2018	06/07/2019	\$150000	Section 31a	Administration, At-Risk Coordinator, Instructional Staff

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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, NWEA testing, common assessments, 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	Tier 2	Monitor	09/04/2018	06/07/2019	\$0	General Fund	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	Tier 1	Monitor	09/04/2018	06/07/2019	\$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: Social Studies

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:

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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.	Academic Support Program, Curriculum Development	Tier 1	Implement	09/04/2018	06/07/2019	\$7000	General Fund	Administration and Instructional Staff

Activity - Claims, Evidence, Reasoning & Active Learning: IB Learning Profile	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. - 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, Direct Instruction	Tier 1	Implement	09/04/2018	06/07/2019	\$0	General Fund	Administration and Instructional Staff

Activity - Data table and Graph Interpretation and Analysis	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All math, science, and social studies 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.	Direct Instruction, Curriculum Development	Tier 1	Implement	09/04/2018	06/07/2019	\$0	General Fund	Administration and Teachers

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Activity - Problems in Context (MSTEP/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_context.html	Direct Instruction	Tier 1	Implement	09/04/2018	06/07/2019	\$0	General Fund	Administration and Teachers

Activity - Kagan	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers utilize Kagan strategies to hold students accountable for their learning. Kagan increases student collaboration and encourages a higher level of student involvement.	Implementation, Direct Instruction, Materials, Curriculum Development	Tier 1	Implement	09/04/2018	06/07/2019	\$10000	General Fund	Administration and Teachers

Activity - Power Standard Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will work together to review data analysis provided by Mark Wahlstrom and the "Golden Package". Mark takes all assessment data from M-STEP, NWEA, and SAT and breaks down student strength and weaknesses along with identifying what benchmarks are being assessed the most. Staff will review the report and analyze the data to refine curriculum in all core areas to better address student needs.	Implementation, Getting Ready, Direct Instruction, Materials, Curriculum Development, Professional Learning	Tier 1	Implement	09/04/2018	07/31/2019	\$7000	General Fund	Teachers and administration

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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	Implement	09/04/2018	06/07/2019	\$1000	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	Tier 1	Monitor	09/04/2018	06/07/2019	\$7000	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	Monitor	09/04/2018	06/07/2019	\$5000	Administration and teaching staff
Kagan	Teachers utilize Kagan strategies to hold students accountable for their learning. Kagan increases student collaboration and encourages a higher level of student involvement.	Implementation, Direct Instruction, Materials, Curriculum Development	Tier 1		09/04/2018	06/07/2019	\$10000	Administration and teachers
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 month. 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	Implement	09/04/2018	06/07/2019	\$1000	Administration and Instructional Staff

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Co-Teaching	Due to drastic deficiency in special education scores as determined by the state assessments, LD students will be co-taught in a class with a content specific instructor along with a special education teacher or para professional. 18-19 will be a year to prepare teachers for co-teaching with professional development. 19-20 will be the beginning year of implementation.	Teacher Collaboration, Getting Ready, Professional Learning	Tier 1	Getting Ready	09/04/2018	06/07/2019	\$0	Content specific teachers, special education teachers, and administration
Power Standard Development	Teachers will work together to review data analysis provided by Mark Wahlstrom and the "Golden Package". Mark takes all assessment data from M-STEP, NWEA, and SAT and breaks down student strength and weaknesses along with identifying what benchmarks are being assessed the most. Staff will review the report and analyze the data to refine curriculum in all core areas to better address student needs.	Implementation, Getting Ready, Direct Instruction, Materials, Curriculum Development, Professional Learning	Tier 1	Implement	09/04/2018	07/31/2019	\$7000	Teachers and Administration
Text Comprehension	ELA, Science, and Social studies teachers will pick a content specific reading topic and lead students through a Guided Highlighted Reading once a month. Students will also complete timed reading prompts to measure how many words they read in the designated time and keep track of their growth data. Continued pairing of non-fiction and fiction texts where appropriate. Students will identify signal words to decode text	Academic Support Program	Tier 1	Implement	09/04/2018	06/07/2019	\$1000	Principal and teaching staff
Problems in Context (MSTEP/SAT-style) questions	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. Website to assist with creating "problems in context": http://serc.carleton.edu/sp/library/context_rich/how_create_cont.html	Direct Instruction	Tier 1	Implement	09/04/2018	06/07/2019	\$0	Administration and Teachers
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 month. Students will also do a timed reading prompt to measure how many words they read and keep track of their growth data.	Academic Support Program	Tier 1	Implement	09/04/2018	06/07/2019	\$1000	Administration and Teaching Staff
Kagan	Teachers utilize Kagan strategies to hold students accountable for their learning. Kagan increases student collaboration and encourages a higher level of student involvement.	Implementation, Direct Instruction, Materials, Curriculum Development	Tier 1	Implement	09/04/2018	06/07/2019	\$10000	Administration and teachers

School Improvement Plan

Algonac High School

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.	Academic Support Program, Curriculum Development	Tier 1	Implement	09/04/2018	06/07/2019	\$7000	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 month. 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	Implement	09/04/2018	06/07/2019	\$1000	Administration and Instructional staff
Problems in Context (SAT/M-STEP-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/M-STEP test style questions. Website to assist with creating "problems in context": http://serc.carleton.edu/sp/library/context_rich/how_create_cont.html	Getting Ready, Direct Instruction, Curriculum Development	Tier 1	Implement	09/04/2018	06/07/2019	\$0	Math Department
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	Tier 1	Implement	09/04/2018	06/07/2019	\$0	Administration and Teaching staff
Power Standard Development	Teachers will work together to review data analysis provided by Mark Wahlstrom and the "Golden Package". Mark takes all assessment data from M-STEP, NWEA, and SAT and breaks down student strength and weaknesses along with identifying what benchmarks are being assessed the most. Staff will review the report and analyze the data to refine curriculum in all core areas to better address student needs.	Implementation, Getting Ready, Direct Instruction, Materials, Curriculum Development, Professional Learning	Tier 1		09/04/2018	07/31/2019	\$7000	Teachers and Administration
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	Tier 1	Implement	09/04/2018	06/07/2019	\$7000	Administration and Teaching Staff

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<p>Data table and Graph interpretation and analysis</p>	<p>All math, science, and social studies 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. 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).</p>	<p>Direct Instruction</p>	<p>Tier 1</p>	<p>Implement</p>	<p>09/04/2018</p>	<p>06/07/2019</p>	<p>\$0</p>	<p>Administration and Teachers</p>
<p>Power Standard Development</p>	<p>Teachers will work together to review data analysis provided by Mark Wahlstrom and the "Golden Package". Mark takes all assessment data from M-STEP, NWEA, and SAT and breaks down student strength and weaknesses along with identifying what benchmarks are being assessed the most. Staff will review the report and analyze the data to refine curriculum in all core areas to better address student needs.</p>	<p>Implementation, Teacher Collaboration, Getting Ready, Direct Instruction, Materials, Curriculum Development, Professional Learning</p>	<p>Tier 1</p>	<p>Implement</p>	<p>09/04/2018</p>	<p>07/31/2019</p>	<p>\$7000</p>	<p>Administration and Teachers</p>

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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, NWEA testing, common assessments, or teacher recommendation in ELA will be placed in an eight week seminar (16 sessions) with a curriculum designed to remediate and advance students. 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	Academic Support Program	Tier 2	Monitor	09/04/2018	06/07/2019	\$0	At-Risk Coordinator, 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 month. Students will keep track of how many words they are writing per the 5 minutes of writing and keep track of progress. Staff will focus on concise writing to match the 500 character restrictions on M-STEP	Academic Support Program	Tier 1	Implement	09/04/2018	06/07/2019	\$1000	Administration 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	Implement	09/04/2018	06/07/2019	\$1000	Administration 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, NWEA testing, common assessments, 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	Tier 2	Monitor	09/04/2018	06/07/2019	\$0	Administration and Instructional Staff
Common Vocabulary	Math department will identify Tier 2 and 3 vocabulary words in order to increase math literacy 7-12.	Curriculum Development	Tier 1	Implement	09/04/2018	06/07/2019	\$0	Math department

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Algonac High School

Writing Fluency	7-12 Teachers in ELA, Science, Social Studies, and Math classes will give a 5 minute content specific prompt for students to write about for writing fluency at least once every month. 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	Implement	09/04/2018	06/07/2019	\$1000	Principal 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	Monitor	09/04/2018	06/07/2019	\$1000	Administrators and Instructional Staff
Data table and Graph interpretation and analysis	All science 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. Using graph of the week and other SAT graph resources. At least 3 per unit. 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).	Direct Instruction	Tier 1	Implement	09/04/2018	06/07/2019	\$0	Administrators and Teaching Staff
Co-Teaching	Due to drastic deficiency in special education scores as determined by the state assessments, LD students will be co-taught in a class with a content specific instructor along with a special education teacher or para professional.	Direct Instruction	Tier 1	Implement	09/04/2018	06/07/2019	\$0	Content teachers, special education teachers, para professionals, and administrators

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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 (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.	Curriculum Development, Technology	Tier 1	Implement	09/04/2018	06/07/2019	\$7000	Administration and teaching staff
Claims, Evidence, Reasoning, and Active Learning: 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 one SAT-style essay per semester 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	Implement	09/04/2018	06/07/2019	\$0	Administration and teaching staff
Kagan	Teachers utilize Kagan strategies to hold students accountable for their learning. Kagan increases student collaboration and encourages a higher level of student involvement.	Implementation, Direct Instruction, Materials, Curriculum Development	Tier 1	Implement	09/04/2018	06/07/2019	\$10000	Administration and Teachers

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Algonac High School

<p>Claims, Evidence, Reasoning & Active Learning: IB Learning Profile</p>	<p>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/</p>	<p>Academic Support Program</p>	<p>Tier 1</p>	<p>Implement</p>	<p>09/04/2018</p>	<p>06/07/2019</p>	<p>\$0</p>	<p>Administration and Teaching Staff</p>
<p>Problems in Context (MSTEP/SAT-style) questions</p>	<p>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.</p>	<p>Getting Ready, Direct Instruction, Curriculum Development</p>	<p>Tier 1</p>	<p>Implement</p>	<p>09/04/2018</p>	<p>06/07/2019</p>	<p>\$0</p>	<p>ELA staff</p>
<p>Seminar Support</p>	<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 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.</p>	<p>Academic Support Program</p>		<p>Monitor</p>	<p>09/04/2018</p>	<p>06/28/2019</p>	<p>\$0</p>	<p>Administration and Instructional staff</p>

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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 NWEA 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 NWEA Assessments	Academic Support Program	Tier 2	Monitor	09/04/2018	06/07/2019	\$0	Administration 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, common assessment, 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	09/04/2018	06/07/2019	\$0	Administration, At-Risk Coordinator, 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		Implement	09/04/2018	06/28/2019	\$1000	Administration and Instructional staff

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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	Implement	09/04/2018	06/07/2019	\$1000	Principal and teaching staff
Kagan	Teachers utilize Kagan strategies to hold students accountable for their learning. Kagan increases student collaboration and encourages a higher level of student involvement.	Implementation, Direct Instruction, Materials, Curriculum Development	Tier 1	Implement	09/04/2018	06/07/2019	\$10000	Teachers and administration
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	Monitor	09/04/2018	06/07/2019	\$3000	Administration and entire school staff

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Algonac High School

Sustainment of Edgenuity Credit Recovery Initiative	Sustainment of Edgenuity Credit Recovery Initiative	Academic Support Program	Tier 2	Evaluate	09/04/2018	06/28/2019	\$53750	Graduation Coach/Credit Recovery Coordinator : Algonac High School Counselor: Karen Blair Algonac High School Discipline Officer: Sam Dobbs Algonac High School Principal: Ryan Melrose Algonac High School AD/Director of Services: Mitch Landrum
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School Improvement Plan

Algonac High School

<p>Claims, Evidence, Reasoning & Active Learning: IB Learning Profile</p>	<p>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/</p>	<p>Academic Support Program, Direct Instruction</p>	<p>Tier 1</p>	<p>Implement</p>	<p>09/04/2018</p>	<p>06/07/2019</p>	<p>\$0</p>	<p>Administration and Instructional Staff</p>
<p>Positive Behavior Intervention System (PBIS)</p>	<p>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.</p>	<p>Behavioral Support Program</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>09/04/2018</p>	<p>06/07/2019</p>	<p>\$5000</p>	<p>Administration and Instructional staff</p>

School Improvement Plan

Algonac High School

Claims, Evidence, Reasoning & Active Learning: 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	Implement	09/04/2018	06/07/2019	\$0	Principal and all teaching staff
Data table and Graph Interpretation and Analysis	All math, science, and social studies 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.	Direct Instruction, Curriculum Development	Tier 1	Implement	09/04/2018	06/07/2019	\$0	Administration and Teachers
Power Standard Development	Teachers will work together to review data analysis provided by Mark Wahlstrom and the "Golden Package". Mark takes all assessment data from M-STEP, NWEA, and SAT and breaks down student strength and weaknesses along with identifying what benchmarks are being assessed the most. Staff will review the report and analyze the data to refine curriculum in all core areas to better address student needs.	Implementation, Getting Ready, Direct Instruction, Materials, Curriculum Development, Professional Learning	Tier 1	Implement	09/04/2018	07/31/2019	\$7000	Teachers and administration

Other

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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School Improvement Plan

Algonac High School

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	09/04/2018	06/28/2019	\$500	Planned staff responsible for implementing activity: P.A.S.S. Facilitators: Kurt Welchner, John Highstreet, and Michael Cesaro
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Section 31a

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
At-Risk Para	The At-Risk Paraprofessional will provide academic assistance to students identified as at-risk using state level assessment, NWEA, and/or common assessments.	Academic Support Program	Tier 2	Getting Ready	09/04/2018	06/07/2019	\$40000	Administration
At-Risk	An At-Risk Coordinator will monitor student growth using NWEA testing, PSAT/SAT testing, M-STEP, and common assessments. Coordinator will meet with students who are not at grade level and help them develop an educational plan to help them achieve academic success and graduation.	Academic Support Program	Tier 2	Implement	09/04/2018	06/07/2019	\$150000	Administration, At-Risk Coordinator, Instructional Staff
At-Risk Coordinator	An At-Risk Coordinator will be hired for the 15-16 school year. The coordinator will monitor student growth using STAR testing, PSAT/SAT testing, M-STEP, and Classroom grades. Coordinator will meet with students who are not at grade level and help them develop an educational plan to help them achieve academic success and graduation.	Academic Support Program, Behavioral Support Program	Tier 2	Implement	09/04/2018	06/28/2019	\$150000	At-Risk Coordinator, Administration, Math, ELA, Social Studies, and Science teachers.
AT RISK PARAPRO SUPPORT	English and Math full-time paraprofessionals to provide academic assistance to students identified at-risk using State level Assessment, NWEA, and/or common assessments.	Academic Support Program	Tier 3	Implement	09/04/2018	06/07/2019	\$40000	Administration and at-risk coordinator

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At-Risk Coordinator	An At-Risk Coordinator will be hired for the 15-16 school year. The coordinator will monitor student growth using STAR testing, PSAT/SAT testing, M-STEP, and Classroom grades. Coordinator will meet with students who are not at grade level and help them develop an educational plan to help them achieve academic success and graduation.	Academic Support Program	Tier 2	Implement	09/01/2016	07/01/2017	\$150000	At-Risk Coordinator, Administration, Math, ELA, Social Studies, and Science teachers.
At-Risk Coordinator	An At-Risk Coordinator will monitor student growth using NWEA testing, PSAT/SAT testing, M-STEP, and common assessments. Coordinator will meet with students who are not at grade level and help them develop an educational plan to help them achieve academic success and graduation.	Academic Support Program	Tier 2	Implement	09/04/2018	06/07/2019	\$150000	Principal, At-Risk Coordinator, Teaching staff
NWEA Testing	All students will take the Nwea test a minimum of 3 times per year to ensure that learning targets are achieved. Growth goals will be implemented for the Economically Disadvantaged and the Special Education sub-groups.	Academic Support Program	Tier 1	Monitor	09/04/2018	06/29/2019	\$7000	Administration and Instructional staff
At-Risk Parapro	The At-Risk Paraprofessional will provide academic assistance to students identified as at-risk using state level assessment, NWEA, and/or common assessments.	Academic Support Program	Tier 2	Getting Ready	09/04/2018	06/07/2019	\$40000	Administration
College/Career Advisor	College/Career advisor organize career fairs, outside speakers, field trips, etc. To help all Algonac High School students prepare for careers beyond their secondary schooling. College/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. College/Career Advisor will also assist monitor student growth for credit recovery on E2020.	Academic Support Program, Career Preparation /Orientation	Tier 2	Implement	09/04/2018	06/28/2019	\$35000	Administration, At-Risk Coordinator, Career Advisor, Principal