

# School Improvement Plan

School Year: 2011 - 2012

School District: Algonac Community School District

ISD/RESA: St. Clair County RESA

School Name: Algonac High School

Grades Served: 9,10,11,12

Principal: Mr. Brian Robert Brutyn

Building Code: 00054

District Approval of Plan:

---

Authorized Official Signature and Date

Board of Education Approval of Plan:

---

Authorized Official Signature and Date

# School Improvement Plan

## Contents

Introduction .....	3
School Information .....	4
Vision, Mission and Beliefs .....	5
Goals .....	6
Goal 1: Algonac High School: Graduation Rate Improvement Goal .....	6
Goal 2: Algonac High School: Mathematics Improvement Goal .....	14
Goal 3: Algonac High School: Reading Improvement Goal .....	24
Goal 4: Algonac High School: Science Improvement Goal .....	32
Goal 5: Algonac High School: Writing Improvement Goal .....	40
Resource Profile .....	49
Additional Requirements .....	50
Assurances .....	54
Stakeholders .....	60
Statement of Non-Discrimination .....	61
Supporting Documentation .....	62

# Introduction

The SIP is a planning tool designed to address student achievement and system needs identified through the school's comprehensive needs assessment (CNA). Additionally, the SIP provides a method for schools to address the school improvement planning requirements of Public Act 25 of the Revised School Code and the Elementary and Secondary Education Act (ESEA) as applicable. The SIP is a planning tool designed to address student achievement and system needs identified through the school's comprehensive needs assessment (CNA). Additionally, the SIP provides a method for schools to address the school improvement planning requirements of Public Act 25 of the Revised School Code and the Elementary and Secondary Education Act (ESEA) as applicable.

## School Information

School:	<b>Algonac High School</b>
District:	<b>Algonac Community School District</b>
Public/Non-Public:	<b>Public</b>
Grades:	<b>9,10,11,12</b>
School Code Number:	<b>00054</b>
City:	<b>Algonac</b>
State/Province:	<b>Michigan</b>
Country:	<b>United States</b>

# Vision, Mission and Beliefs

## Vision Statement

The vision of Algonac High School is to create and maintain an exemplary school which is acknowledged for the caliber of its graduates, the quality of its staff, and the diversity of its program.

The school we envision...

- o Creates enthusiasm for learning
- o Nurtures intelligent risk-taking and bold experimentation
- o Is characterized by openness and trust
- o Capitalizes on change
- o Functions as a showcase for the possible

## Mission Statement

It is the mission of Algonac High School to provide a supportive, rigorous, and internationally minded learning experience for students of all abilities.

Upon graduation, AHS students will possess the ability to:

- Succeed in a post-secondary educational setting
- Compete, thrive, and positively contribute to the emerging global society
- Exhibit exemplary moral behavior

## Beliefs Statement

The staff of Algonac High School provides a world-class education to its constituents based on the following core beliefs:

- \* Students of all ability levels must be exposed to a rigorous and relevant curriculum.
- \* Emerging technology needs to be embraced as a tool to prepare students for 21st century careers and learning.
- \* Internationalism is a reality that must be embedded as a core component of curriculum.

## Goals

Name	Development Status	Progress Status
Algonac High School: Graduation Rate Improvement Goal	Complete	Open
Algonac High School: Mathematics Improvement Goal	Complete	Open
Algonac High School: Reading Improvement Goal	Complete	Open
Algonac High School: Science Improvement Goal	Complete	Open
Algonac High School: Writing Improvement Goal	Complete	Open

### Goal 1: Algonac High School: Graduation Rate Improvement Goal

**Content Area:** Other

**Development Status:** Complete

**Student Goal Statement:** The competitive nature of the emerging global marketplace, coupled with the economic recession of the past five years, solidifies the fact that obtaining a graduate credential is an essential component to lifelong economic stability for each citizen.

**Gap Statement:** Graduation Rate

Target Goal: 95%

2011 Cohort: T.B.D.

2010 Cohort: 85.26%

2009 Cohort: 96.28%

2008 Cohort: 90.42%

**Cause for Gap:** At the beginning of the 2010-2011 school year, the staff and administration of Algonac High School made a commitment to stop sending students at risk of not graduating (due to a shortage in credits) to alternative high schools. It is our belief that alternative educational settings do not provide a comprehensive, rigorous course offering that correlates to the demands of the highly competitive marketplace. This commitment has created a subsection of students that have struggled to meet the rigorous demands of the Michigan Merit Curriculum in the allotted four year time frame.

**Multiple measures/sources of data you used to identify this gap in student achievement:** G.A.D. Cohort Rates as provided by CEPI/MDE.

**What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal?** Attainment of a 95% graduation rate as described in the annual Michigan Department of Education G.A.D. Report.

**Contact Name:** Brian Brutyn

**List of Objectives:**

Name	Objective
95% Graduation Rate	Attain a school wide 95% Graduation Rate as reported by the Michigan Department of Education G.A.D. report.

---

## 1.1. Objective: 95% Graduation Rate

**Measurable Objective Statement to Support Goal:** Attain a school wide 95% Graduation Rate as reported by the Michigan Department of Education G.A.D. report.

**List of Strategies:**

Name	Strategy
9th Grade Peer Mentoring Program	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 with four years. Identifying at-risk Freshman and pairing them with successfully trained Senior (12th grade) mentors in a prescribed setting will lead to a lower frequency of Freshman failures.
Education 2020 Online Credit Recovery	In response to our effort to keep all Algonac High School students from needing to attend an alternative edicational 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 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 E2020 course (curriculum customized by Algonac High School departmental staff) immediately by a graduation coach/credit recovery coordinator (free of charge due to a rising Economically Disadvantages population). Progress is tracked and monitored by the graduation coach (who also advises stakeholders on student progress).

---

### 1.1.1. Strategy: 9th Grade Peer 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 with four years. Identifying at-risk Freshman and pairing them with successfully trained Senior (12th grade) mentors in a prescribed setting will lead to a lower frequency of Freshman failures.

**Selected Target Areas**

3.4 Designs and uses instructional strategies, innovations, and activities that are research-based and reflective of best practice
3.8 Implements interventions to help students meet expectations for student learning

**Other Required Information for Strategy**

"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](http://oemanagement.com/data/_files/mentoring.pdf)

Algonac High School Annual P.A.S.S. Mentoring Program Statistics:

2009/10 School Year

23 students in the P.A.S.S. Program for the entire year

Percentage of Credits Earned = 70%  
Percentage of Credits Lost = 30%

CLASSES POSSIBLE 276 (138 Credits)  
TOTAL CLASSES PASSED 193 (96.5 Credits Earned)  
TOTAL CLASSES FAILED 83 (41.5 Credits Lost)

11 Failed 0 classes  
1 Failed 1 class  
2 Failed 2 classes  
2 Failed 3 classes  
3 Failed 4 classes  
0 Failed 5 classes  
0 Failed 6 classes  
1 Failed 7 classes  
1 Failed 8 classes  
0 Failed 9 classes  
0 Failed 10 classes  
1 Failed 11 classes  
0 Failed 12 classes

PASS Statistics - 08/09

36 students in P.A.S.S. Program

Percentage of Credits Earned = 80.5 %  
Percentage of Credits Lost= 19.4 %

CLASSES POSSIBLE - 216 (108 Credits)  
TOTAL CLASSES PASSED - 174 (87 Credits Earned)  
TOTAL CLASSES FAILED - 42 (21 Credits Lost)

19 Failed 0 classes  
7 Failed 1 class  
4 Failed 2 classes  
2 Failed 3 classes  
0 Failed 4 classes  
3 Failed 5 classes  
1 Failed 6 classes

Ratio of classes failed by PASS students

Class No. of PASS students failing

Math 10  
Science 11  
World History 7  
English 6  
Spanish 1  
AML 1  
Software 1  
Health 1  
Psychology 1  
Ancient Civilizations 1  
French 2

The 4 students that lost 2 credits or more (failed 4 or more classes) accounted for a loss of 10.5 credits or 50% of the total credits lost by students in the program.

PASS Statistics - 07/08

29 students in P.A.S.S. Program

Percentage of Credits Earned = 86.5%  
Percentage of Credits Lost= 13.5%

CLASSES POSSIBLE - 174 (87 Credits)  
TOTAL CLASSES PASSED - 149 (74.5 Credits Earned)  
TOTAL CLASSES FAILED - 25 (12.5 Credits Lost)

15 Failed 0 classes  
7 Failed 1 class  
3 Failed 2 classes  
4 Failed 3 classes  
0 Failed 4 classes  
0 Failed 5 classes  
0 Failed 6 classes

Ratio of classes failed by PASS students

Class No. of PASS students failing

Math 8

Science 6

World History 3

English 4

Spanish 0

AML 0

Software 2

Health 2

Chorus 0

Drawing/Painting 0

PASS Statistics - 06/07

CREDITS POSSIBLE - 75

TOTAL CREDITS LOST - 22

TOTAL CREDITS EARNED - 53

Percentage of Credits earned = 71%

Percentage of Credits Lost= 29%

The 4 students that lost 2.5 credits or more accounted for a loss of 10.5 credits or 48% of the total credits lost.

Seven failed 0 classes

Eight failed 1 class

Four failed 2 classes

One failed 3 classes

One failed 4 classes

Three failed 5 classes

One failed 6 classes

Ratio of classes failed by PASS students

Class No. of PASS students failing

Core Plus 1A 10

Economics 6

Comm I 6

Software 5

Earth Science 5

Health 3

Physical Science 3

Global Studies 2

Intro to Business 2

Spanish I 2

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Sustainment of the P.A.S.S. Mentor Program	2011-09-01	2012-06-13	P.A.S.S. Facilitators: Kurt Welchner and Michael Ceasaro

---

**1.1.1.1. Activity: Sustainment of the P.A.S.S. Mentor Program**

**Activity Type:** Professional Development

**Activity Description:** 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.

**Planned staff responsible for implementing activity:** P.A.S.S. Facilitators: Kurt Welchner and Michael Ceasaro

**Actual staff responsible for implementing activity:** P.A.S.S. Facilitators: Kurt Welchner and Michael Ceasaro

**Planned Timeline:** Begin Date - 2011-09-01, End Date - 2012-06-13

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Training Materials and General Supplies	Other	500.00	

---

**1.1.2. Strategy: Education 2020 Online Credit Recovery**

**Strategy Statement:** 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 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 E2020 course (curriculum customized by Algonac High School departmental staff) immediately by a graduation coach/credit recovery coordinator (free of charge due to a rising Economically Disadvantages population). Progress is tracked and monitored by the graduation coach (who also advises

stakeholders on student progress).

**Selected Target Areas**

3.4 Designs and uses instructional strategies, innovations, and activities that are research-based and reflective of best practice

3.8 Implements interventions to help students meet expectations for student learning

**Other Required Information for Strategy**

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

Key lessons demonstrated by these programs include:

Motivating students who have failed in the traditional classroom setting is a key to success for credit recovery programs. The flexible and self-paced nature of online courses can motivate; these attributes can also remove the social stigma of credit recovery. Online courses may be more engaging to some students than traditional face-to-face classes. In addition, programs that use online courses can address mobility issues of students who move regularly from one school in the district to another.

Online learning is particularly well suited for students recovering credit because it allows for individualized instruction, both by the teacher and through the use of course management technology. Online curriculum must be rigorous to ensure that students are learning the material, and not simply moving through the course. Diagnostic testing that allows students to demonstrate mastery of the elements of a subject that they learned in their previous attempt to pass the course, and to move on to the parts of the course that they need to focus on, keeps students engaged.

**PROMISING PRACTICES:**

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

Providing credit for work or community service allows students to be engaged in a valuable activity outside of school and to have this experience count towards 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](http://www.inacol.org/research/promisingpractices/NACOL_CreditRecovery_PromisingPractices.pdf)

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Sustainment of the E2020 Credit Recovery Initiative	2011-09-01	2012-06-13	Graduation Coach/Credit Recovery Coordinator: Ann Marie Dusenberry Algonac High School Counselor: Karen Blair Algonac High School Discipline Officer: Sam Dobbs

---

**1.1.2.1. Activity: Sustainment of the E2020 Credit Recovery Initiative**

**Activity Type:** Professional Development

**Activity Description:** The E2020 Online Credit Recovery Program has been in existence at Algonac High School since the beginning of the 2010-2011 school year. Sustaining the operations of the program involve the graduation coach identifying student failures on an on-going basis per Semester mark period. The graduation coach also consistently monitors and reports on progress of program participants.

Complete data for the 2010-2011 school year is not yet available. The 2010-2011 program had over 100 participants.

**Planned staff responsible for implementing activity:** Graduation Coach/Credit Recovery Coordinator: Ann Marie Dusenberry  
 Algonac High School Counselor: Karen Blair  
 Algonac High School Discipline Officer: Sam Dobbs

**Actual staff responsible for implementing activity:** Graduation Coach/Credit Recovery Coordinator: Ann Marie Dusenberry  
 Algonac High School Counselor: Karen Blair  
 Algonac High School Discipline Officer: Sam Dobbs

**Planned Timeline:** Begin Date - 2011-09-01, End Date - 2012-06-13

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
25 E2020 Concurrent Site Licences	General Funds	14,350.00	
Graduation Coach/Credit Recovery Coordinator	General Funds	40,000.00	

---

## Goal 2: Algonac High School: Mathematics Improvement Goal

**Content Area:** Math

**Development Status:** Complete

**Student Goal Statement:** All Algonac High School students will achieve a 'college ready' ACT composite score in Math of 22. A 4% rise in overall Mathematics proficiency on the Michigan Merit Exam will occur annually as a result of data driven improvement efforts.

**Gap Statement:** Improvement rates measured by the achievement of a Level 1 or Level 2 score on the Michigan Merit Exam:

Proficiency Growth Target: 4% annually

- 2010-2011 - Class of 2012 43%
- 2009-2010 - Class of 2011 57%
- 2008-2009 - Class of 2010 53%
- 2007-2008 - Class of 2009 51%
- 2006-2007 - Class of 2008 45%

Growth Rates through EPAS:

- Class of 2014: Growth rate of -.32 composite points per year (2 point growth target)  
Note: Incomplete data for Class of 2014 as they have not yet completed the EPAS system testing
- Class of 2013: Growth rate of .44 composite points per year (2 point growth target)  
Note: Incomplete data for Class of 2013 as they have not yet completed the EPAS system testing
- Class of 2012: Growth rate of 1.12 composite points per year (2 point growth target)
- Class of 2011: Growth rate of 1.62 composite points per year (2 point growth target)
- Class of 2010: Growth Rate of 1.28 composite points per year (2 point growth target)
- Class of 2009: Growth Rate of 1 composite point per year (2 point growth target)

Growth Rates through EPAS: (2 point target growth to be able to reach a 22 composite on ACT). A 2 point growth rate has not yet been reached throughout the history of testing withing the EPAS system.

**Cause for Gap:** The identifiable cause for the lack of 4% consistent improvement and 2 point target growth through EPAS is a lack of curricular and strategic preparedness for the ACT style testing components. College readiness standards tested in an ACT format (Timed Testing) are an essential component for student success on the merit exam. As will be identified in the data sections below, success on the Michigan Merit Exam is directly correlated to consistent growth within the EPAS system. There is a definitive lack of consistent subject area composite improvement of 2 composite points per year.

**Multiple measures/sources of data you used to identify this gap in student achievement:** Michigan Merit Exam Scores

Proficiency Growth Target: 4% annually

2010-2011 - Class of 2012 43%  
 2009-2010 - Class of 2011 57%  
 2008-2009 - Class of 2010 53%  
 2007-2008 - Class of 2009 51%  
 2006-2007 - Class of 2008 45%

ACT College Readiness Goal (Math): 22

ACT DACT PLAN EXPLORE

Class of 2015 15.34  
 Class of 2014 16.08 16.4  
 Class of 2013 17.23 16.9 16.35  
 Class of 2012 18.48 17.1 16.44 15.12  
 Class of 2011 19.77 17.9 16.0 14.9  
 Class of 2010 18.64 17.7 16.9 14.8  
 Class of 2009 18.5 N/A 16.5 15.5

**What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal?** The continued use of the E.P.A.S. system will be our staple of data analysis to test our growth through college readiness standards measured by the A.C.T. The Explore provides baseline data as it is implemented in the 8th grade. The PLAN and a De-Commissioned version of the ACT will measure the effectiveness of the goals during the Freshman and Sophomore years respectively.

To ensure strategies are also addressing components of the applicable state GLCE's and recently adopted Common Core Standards Achieve Data Director will be utilized through common course assessments.

**Contact Name:** Burns Lisa

**List of Objectives:**

Name	Objective
Math Proficiency and College Readiness	The objective of the Algonac High School Math goal of improving Michigan Merit Exam Student Math Scores 4% annually is to make continuous progress toward the No Child Left Behind Goal of 100% proficiency. Also, as a part of the Algonac High School Mission Statement, college preparedness is a high priority. Higher achievement on the ACT test as a component of the Michigan Merit Exam will correlate with a higher preparedness for post-secondary education.

## 2.1. Objective: Math Proficiency and College Readiness

**Measurable Objective Statement to Support Goal:** The objective of the Algonac High School Math goal of improving Michigan Merit Exam Student Math Scores 4% annually is to make continuous progress toward the No Child Left Behind Goal of 100% proficiency. Also, as a part of the Algonac High School Mission Statement, college preparedness is a high priority. Higher achievement on the ACT test as a component of the Michigan Merit Exam will correlate with a higher preparedness for post-secondary education.

**List of Strategies:**

Name	Strategy
ACT Style Warm-up Questions: Timed	Timed ACT style warm-up questions taken from de-commissioned versions of the EXPLORE, PLAN, and ACT (correlated by grade level) will be implemented daily throughout the 9th, 10th, and 11th grade year within the Math Department. Questions will be chosen based on identified areas of weakness from analysis of cohort results within the EPAS testing system. Target Areas identified from 2010-2011 E.P.A.S. Data Disaggregation: Common Math Vocabulary: Specifically applying operations vocabulary in story problems Inequalities: Operations and Evaluation Evaluating polynomial and quadratic functions expressed in function notation at integer values Factoring Quadratics and Multiplying Binomials (FOIL) Rational Fractions Geometry formulas: Using geometric formulas when all necessary information is given. Linear Algebra: Lines and Slope Simplifying Algebraic Expressions: Variables, Rational Expressions (fractions) Area/Volume Geometric Shapes: Knowing and using the basic properties Manipulating Formulas, Expressions and Equations ? Altering Formulas to suit specific situations and solving using variables when numbers are not available. Plane geometry: Story problem form Ratios/percents/fractions/decimals: Understanding how all of them can be used interchangeably and converted from one to another. Basic properties of triangles Coordinate geometry problems in story problem form Constructing equations from story problems Questions will be tracked through the ACHIEVE Data Director management system to identify efficiency of instruction.
Comprehensive Think-Aloud	As all components of the Michigan Merit Exam are timed, the ability to 'think and visualize' problem solving skills is of the utmost importance to testing success. A comprehensive strategy that helps students mentally walk through process rubrics when problem solving will increase the probability of success on assessments.
Mathematics Intervention 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 9th, 10th, and 11th grade students identified as being 'at-risk' in regards to not reaching the college readiness ACT score in Mathematics will be placed in a eight week seminar (16 sessions) with a curriculum designed to remediate and advance students based on their individual E.P.A.S. results. Target Curriculum Areas identified from 2010-2011 E.P.A.S. Data Disaggregation: Common Math Vocabulary: Specifically applying operations vocabulary in story problems Inequalities: Operations and Evaluation Evaluating polynomial and quadratic functions expressed in function notation at integer values Factoring Quadratics and Multiplying Binomials (FOIL) Rational Fractions Geometry formulas: Using geometric formulas when all necessary information is given. Linear Algebra: Lines and Slope Simplifying Algebraic Expressions: Variables, Rational Expressions (fractions) Area/Volume Geometric Shapes: Knowing and using the basic properties Manipulating Formulas, Expressions and Equations: Altering Formulas to suit specific situations and solving using variables when numbers are not available. Plane geometry: Story problem form Ratios/percents/fractions/decimals: Understanding how all of them can be used interchangeably and converted from one to another. Basic properties of triangles Coordinate geometry problems in story problem form

	Constructing equations from story problems
Mathematics Mastery Learning Intervention Pilot (9th Grade)	Review of school proficiency data shows that Mathematics is an area of concern (as noted in the marked drop in Michigan Merit Exam scores). In an effort to stem the drop in scores, a 'no failure' intervention pilot for Freshman Math classes will be implemented. The rationalization of the strategy is that Math is frequently sequential and layered, meaning that students whom do not understand concepts in the beginning of instruction (I.E. Chapter 1), will not be successful in mastering later concepts (I.E. Chapter 2 and beyond). In an effort to combat procedural failure of students due to not mastering major concepts, students will be forced to master concepts through a layer of interventions.

### 2.1.1. Strategy: ACT Style Warm-up Questions: Timed

**Strategy Statement:** Timed ACT style warm-up questions taken from de-commissioned versions of the EXPLORE, PLAN, and ACT (correlated by grade level) will be implemented daily throughout the 9th, 10th, and 11th grade year within the Math Department. Questions will be chosen based on identified areas of weakness from analysis of cohort results within the EPAS testing system.

Target Areas identified from 2010-2011 E.P.A.S. Data Disaggregation:

Common Math Vocabulary: Specifically applying operations vocabulary in story problems

Inequalities: Operations and Evaluation

Evaluating polynomial and quadratic functions expressed in function notation at integer values

Factoring Quadratics and Multiplying Binomials (FOIL)

Rational Fractions

Geometry formulas: Using geometric formulas when all necessary information is given.

Linear Algebra: Lines and Slope

Simplifying Algebraic Expressions: Variables, Rational Expressions (fractions)

Area/Volume

Geometric Shapes: Knowing and using the basic properties

Manipulating Formulas, Expressions and Equations ? Altering Formulas to suit specific situations and solving using variables when numbers are not available.

Plane geometry: Story problem form

Ratios/percents/fractions/decimals: Understanding how all of them can be used interchangeably and converted from one to another.

Basic properties of triangles

Coordinate geometry problems in story problem form

Constructing equations from story problems

Questions will be tracked through the ACHIEVE Data Director management system to identify efficiency of instruction.

#### Selected Target Areas

3.4 Designs and uses instructional strategies, innovations, and activities that are research-based and reflective of best practice

7.3 Ensures that plans for continuous improvement are aligned with the vision and purpose of the school and expectations for student learning

**Other Required Information for Strategy**

A review of ACT testing strategy research was conducted. In all research, taking practice versions of the test that are timed was directly correlated to success on the ACT test. Students will be taking a condensed version of a practice question daily. This repetitive conditioning will correlate to higher achievement.

Specific links to research used come from the website:

<http://www.act.org/research/briefs/2001-2.html>

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Question Correlation: College Readiness Standard	2011-09-01	2012-06-13	Math Department Chair and Master Teacher Lisa Burns will coordinate the choosing of and implementation of ACT Style Warm-Up questions for the Math Department. Ms. Burns will also lead the department in analysis of the data for curricular implications in monthly departmental meetings.

**2.1.1.1. Activity: Question Correlation: College Readiness Standard**

**Activity Description:** The Math department will meet to review the content of the questions used for the ACT Style Warmup questions on the professional development day before school begins. Consideration to grade level appropriateness of the question will also be reviewed.

Analysis of E.P.A.S. assessment results to choose future questions will commence in the Spring.

**Planned staff responsible for implementing activity:** Math Department Chair and Master Teacher Lisa Burns will coordinate the choosing of and implementation of ACT Style Warm-Up questions for the Math Department. Ms. Burns will also lead the department in analysis of the data for curricular implications in monthly departmental meetings.

**Actual staff responsible for implementing activity:** Math Department Chair and Master Teacher Lisa Burns

**Planned Timeline:** Begin Date - 2011-09-01, End Date - 2012-06-13

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Achieve Data Director	General Funds	2,750.00	0.00
De-Commissioned ACT, PLAN, and EXPLORE questions	No Funds Required	0.00	0.00

---

### 2.1.2. Strategy: Comprehensive Think-Aloud

**Strategy Statement:** As all components of the Michigan Merit Exam are timed, the ability to 'think and visualize' problem solving skills is of the utmost importance to testing success. A comprehensive strategy that helps students mentally walk through process rubrics when problem solving will increase the probability of success on assessments.

**Selected Target Areas**

3.4 Supports instruction that is research-based and reflective of best practice
7.3 Ensures that each school's plan for continuous improvement is aligned with the system's vision and expectations for student learning

**Other Required Information for Strategy**

Research verifies that students 'thinking aloud' during problem solving will allow students to develop better mental problem solving skills. The process also allows instructors to monitor thought process and provide immediate feedback that would be otherwise unattainable through non-communicative written work.

Quote from the National Council of Teachers of Mathematics:

"When teachers use assessment techniques such as observations, conversations and interviews with students, or interactive journals, students are likely to learn through the process of articulating their ideas and answering the teacher's questions" (National Council of Teachers of Mathematics 2000).

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Think-Aloud Process Review	2011-09-01	2011-09-01	Math Department Chair and Master teacher Lisa Burns will lead the Math and Science Department through a review of Think-Aloud Strategies. Lisa will also train on the use of a previously developed process rubric will be reviewed as well and allow for consistency in method and numerical implementation.

---

#### 2.1.2.1. Activity: Think-Aloud Process Review

**Activity Description:** The Math and Science Department will be led through a review of Think-Aloud Strategies. A previously developed process rubric will be reviewed as well and allow for consistency in method and numerical implementation.

**Planned staff responsible for implementing activity:** Math Department Chair and Master teacher Lisa Burns will lead the Math and Science Department through a review of Think-Aloud Strategies. Lisa will also train on the use of a previously developed process rubric will be reviewed as well and allow for consistency in method and numerical implementation.

**Actual staff responsible for implementing activity:** Math Department Chair and Master teacher Lisa Burns

**Planned Timeline:** Begin Date - 2011-09-01, End Date - 2011-09-01

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Think- Aloud Process Rubric	No Funds Required	0.00	0.00

### 2.1.3. Strategy: Mathematics Intervention Seminar

**Strategy Statement:** As an addition to the embedded 'Seminar System' at Algonac High School (30 minute 'plus hour' segment twice weekly on Tuesdays and Thursdays), all 9th, 10th, and 11th grade students identified as being 'at-risk' in regards to not reaching the college readiness ACT score in Mathematics will be placed in a eight week seminar (16 sessions) with a curriculum designed to remediate and advance students based on their individual E.P.A.S. results.

Target Curriculum Areas identified from 2010-2011 E.P.A.S. Data Disaggregation:

Common Math Vocabulary: Specifically applying operations vocabulary in story problems

Inequalities: Operations and Evaluation

Evaluating polynomial and quadratic functions expressed in function notation at integer values

Factoring Quadratics and Multiplying Binomials (FOIL)

Rational Fractions

Geometry formulas: Using geometric formulas when all necessary information is given.

Linear Algebra: Lines and Slope

Simplifying Algebraic Expressions: Variables, Rational Expressions (fractions)

Area/Volume

Geometric Shapes: Knowing and using the basic properties

Manipulating Formulas, Expressions and Equations: Altering Formulas to suit specific situations and solving using variables when numbers are not available.

Plane geometry: Story problem form

Ratios/percents/fractions/decimals: Understanding how all of them can be used interchangeably and converted from one to another.

Basic properties of triangles

Coordinate geometry problems in story problem form  
 Constructing equations from story problems

**Selected Target Areas**

3.4 Designs and uses instructional strategies, innovations, and activities that are research-based and reflective of best practice
7.3 Ensures that each school's plan for continuous improvement is aligned with the system's vision and expectations for student learning

**Other Required Information for Strategy**

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>

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
E.P.A.S. Data Training, Disaggregation, and Seminar Design	2011-09-01	2012-06-13	The E.P.A.S. data session activity will continue to be designed and moderated by High School Principal, Brian R. Brutyn. The department is responsible for the design/presentation of the cohort curriculum that will supplement the individualized instruction. Instructors of the intervention seminars include: 9th Grade: William Kiehler 10th Grade: Keith Zimmerman 11th Grade: Jason Lucka

**2.1.3.1. Activity: E.P.A.S. Data Training, Disaggregation, and Seminar Design**

**Activity Description:** Staff members will be lead through annual reviews in identifying the weaknesses of the student cohorts at Algonac High School through E.P.A.S. data. From the identified data, departments will be given time to collaboratively design a curriculum for the individual grade level seminars to remediate instruction based on the established needs.

2010-2011 Identified Target Areas:

Common Math Vocabulary: Specifically applying operations vocabulary in story problems

Inequalities: Operations and Evaluation

Evaluating polynomial and quadratic functions expressed in function notation at integer values

Factoring Quadratics and Multiplying Binomials (FOIL)

Rational Fractions

Geometry formulas: Using geometric formulas when all necessary information is given.

Linear Algebra: Lines and Slope

Simplifying Algebraic Expressions: Variables, Rational Expressions (fractions)

Area/Volume

Geometric Shapes: Knowing and using the basic properties

Manipulating Formulas, Expressions and Equations - Altering Formulas to suit specific situations and solving using variables when numbers are not available.

Plane geometry: Story problem form

Ratios/percents/fractions/decimals: Understanding how all of them can be used interchangeably and converted from one to another.

Basic properties of triangles

Coordinate geometry problems in story problem form

Constructing equations from story problems

**Planned staff responsible for implementing activity:** The E.P.A.S. data session activity will continue to be designed and moderated by High School Principal, Brian R. Brutyn. The department is responsible for the design/presentation of the cohort curriculum that will supplement the individualized instruction. Instructors of the intervention seminars include:

9th Grade: William Kiehler

10th Grade: Keith Zimmerman

11th Grade: Jason Lucka

**Actual staff responsible for implementing activity:** 9th Grade: William Kiehler

10th Grade: Keith Zimmerman

11th Grade: Jason Lucka

**Planned Timeline:** Begin Date - 2011-09-01, End Date - 2012-06-13

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
EXPLORE, PLAN, and D-ACT Student Data	No Funds Required	0.00	0.00

### 2.1.4. Strategy: Mathematics Mastery Learning Intervention Pilot (9th Grade)

**Strategy Statement:** Review of school proficiency data shows that Mathematics is an area of concern (as

noted in the marked drop in Michigan Merit Exam scores). In an effort to stem the drop in scores, a 'no failure' intervention pilot for Freshman Math classes will be implemented. The rationalization of the strategy is that Math is frequently sequential and layered, meaning that students whom do not understand concepts in the beginning of instruction (I.E. Chapter 1), will not be successful in mastering later concepts (I.E. Chapter 2 and beyond). In an effort to combat procedural failure of students due to not mastering major concepts, students will be forced to master concepts through a layer of interventions.

**Selected Target Areas**

3.4 Designs and uses instructional strategies, innovations, and activities that are research-based and reflective of best practice
7.3 Ensures that plans for continuous improvement are aligned with the vision and purpose of the school and expectations for student learning

**Other Required Information for Strategy**

Multiple sources of research were reviewed that promote the values of mastery learning.

"Research on mastery learning across grade bands has shown positive cognitive and effective learning outcomes in students in general, including learners considered at risk of academic failure (Guskey & Gates, 1986). Most empirical research on this strategy was conducted over two decades ago; however, its founding principles have guided more recent effective instructional and measurement practices. Most of its components, such as the use of feedback, correction, and differentiated instruction, are well documented key tools in the education of students with special needs and English language learners. Results of observations in mastery learning classrooms have shown increased student achievement, retention of learned material, involvement in learning activities, and positive student affect (attitude and demeanor). In addition, the successful use of mastery learning has positive effects on teachers as well, as their expectations for student achievement improve."

Research Source:

[http://www.centerii.org/handbook/Resources/8\\_F\\_Applying\\_mastery\\_techniques.pdf](http://www.centerii.org/handbook/Resources/8_F_Applying_mastery_techniques.pdf)

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Implementation Procedure Design/Review	2011-09-01	2011-09-01	Brian Brutyn: Principal Steve Koch: 9th Grade Math Teacher Lisa Burns: Math Department Chair Ann Marie Dusenberry: School Wide Graduation Coach/Credit Recovery Coordinator

**2.1.4.1. Activity: Implementation Procedure Design/Review**

**Activity Type:** Professional Development

**Activity Description:** The primary stakeholders in the Mastery Learning Pilot will meet to review administration/implementation procedures.

**Planned staff responsible for implementing activity:** Brian Brutyn: Principal  
 Steve Koch: 9th Grade Math Teacher  
 Lisa Burns: Math Department Chair  
 Ann Marie Dusenberry: School Wide Graduation Coach/Credit Recovery Coordinator

**Actual staff responsible for implementing activity:** Brian Brutyn: Principal  
 Steve Koch: 9th Grade Math Teacher  
 Lisa Burns: Math Department Chair  
 Ann Marie Dusenberry: School Wide Graduation Coach/Credit Recovery Coordinator

**Planned Timeline:** Begin Date - 2011-09-01, End Date - 2011-09-01

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
E2020 Online Learning Resource	No Funds Required		
Khan Academy Internet Resource	No Funds Required		

### Goal 3: Algonac High School: Reading Improvement Goal

**Content Area:** English Language Arts

**Development Status:** Complete

**Student Goal Statement:** All Algonac High School students will achieve a 'college ready' ACT composite score in Reading of 21. A 4% rise in overall Reading proficiency on the Michigan Merit Exam will occur annually as a result of data driven improvement efforts.

**Gap Statement:** Improvement rates measured by the achievement of a Level 1 or Level 2 score on the Michigan Merit Exam:

English Language Arts

Reading

- Class of 2012 67%
- Class of 2011 69%
- Class of 2010 58%
- Class of 2009 59%
- Class of 2008 61%

Growth Rates annually through EPAS Reading: 2 Point Growth Target has not been met throughout Michigan Merit Exam Testing history at Algonac High School.

Growth Rates annually through EPAS (Reading):

Class of 2014: Growth rate of .98 composite points per year (2 point growth target)

Note: Incomplete data for Class of 2014 as they have not yet completed the EPAS system testing

Class of 2013: Growth rate of .45 composite points per year (2 point growth target)

Note: Incomplete data for Class of 2013 as they have not yet completed the EPAS system testing

Class of 2012: Growth rate of 1.52 composite points per year (2 point growth target)

Class of 2011: Growth rate of 1.9 composite points (2 point growth target)

Class of 2010: Growth Rate of 1.35 composite points (2 point growth target)

Class of 2009: Growth Rate of 1.4 composite points (2 point growth target)

**Cause for Gap:** The identifiable cause for the lack of 4% consistent improvement and 2 point target growth through EPAS is a lack of curricular and strategic preparedness for the ACT style testing components. College readiness standards tested in an ACT format (Timed Testing) are an essential component for student success on the merit exam. As will be identified in the data sections below, success on the Michigan Merit Exam is directly correlated to consistent growth within the EPAS system. There is a definitive lack of consistent subject area composite improvement of 2 composite points per year.

**Multiple measures/sources of data you used to identify this gap in student achievement:** Reading ACT Composite Scores through EPAS

ACT DACT PLAN EXPLORE

Class of 2015 14.29

Class of 2014 16.13 15.15

Class of 2013 16.27 15.84 15.37

Class of 2012 18.96 15.5 15.1 14.4

Class of 2011 19.62 17.45 14.8 13.9

Class of 2010 18.74 17.36 16.1 14.7

Class of 2009 18.7 NA 17.1 14.5

Reading: MME Proficiency

2010-2011: Class of 2012 67%

2009-2010: Class of 2011 69%

2008-2009: Class of 2010 58%

2008-2009: Class of 2009 59%

2007-2008: Class of 2008 61%

**What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal?** The continued use of the E.P.A.S. system will be our staple of data analysis to test our growth through college readiness standards measured by the A.C.T. The Explore provides baseline data as it is implemented in the 8th grade. The PLAN and a De-Commissioned version of the ACT will measure the effectiveness of the goals during the Freshman and Sophomore years respectively.

To ensure strategies are also addressing components of the applicable state GLCE's and recently adopted Common Core Standards Achieve Data Director will be utilized through common course assessments.

**Contact Name:** Scott McIntyre

**List of Objectives:**

Name	Objective
Reading Proficiency and College Readiness	The objective of the Algonac High School Reading goal of improving Michigan Merit Exam Student Reading Scores 4% annually is to make continuous progress toward the No Child Left Behind mandate of 100% proficiency. Also, as a part of the Algonac High School Mission Statement, college preparedness is a high priority (Goal of ACT '21' score for all students). Higher achievement on the ACT test as a component of the Michigan Merit Exam will correlate with a higher preparedness for post-secondary education.

### 3.1. Objective: Reading Proficiency and College Readiness

**Measurable Objective Statement to Support Goal:** The objective of the Algonac High School Reading goal of improving Michigan Merit Exam Student Reading Scores 4% annually is to make continuous progress toward the No Child Left Behind mandate of 100% proficiency. Also, as a part of the Algonac High School Mission Statement, college preparedness is a high priority (Goal of ACT '21' score for all students). Higher achievement on the ACT test as a component of the Michigan Merit Exam will correlate with a higher preparedness for post-secondary education.

**List of Strategies:**

Name	Strategy
Cross-Curricular 'Marginalia'	The Michigan Merit Exam Reading ACT component assesses reading with the following breakdown of content: 75% Reading for information from the content areas of Social Studies, Humanities, and Natural Science (25% each). 25% of the Reading assessed is in relation to prose fiction. Instructing students in the skill of 'Marginalia' across the curriculum (margin note taking when reading) will help students to identify key components of information including critical vocabulary, main ideas, and finite details when answering timed assessment questions.
Cross-Curricular ACT Style Non-Fiction Passages	The Michigan Merit Exam Reading ACT component assesses reading with the following breakdown of content: 75% Reading for information from the content areas of Social Studies, Humanities, and Natural Science (25% each) (Prose Fiction). 25% of the Reading assessed is in relation to prose fiction. Integrating ACT college style reading passages across the curriculum (ALL COURSES) on a regular basis (minimum of bi-monthly) will help students prepare for the non-fiction aspects of reading for information.
Reading Intervention 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 9th, 10th, and 11th grade students identified as being 'at-risk' in regards to not reaching the college readiness ACT score in Reading will be placed in an eight week seminar (16 sessions) with a curriculum designed to remediate and advance students based on their individual E.P.A.S. results. 2010-2011 Identified Areas of Curricular Focus: Making inferences Putting events in sequential/temporal order from the reading Understanding/Identifying the author's purpose and/or main idea. Cause/Effect Citing textual evidence to support inferences drawn from the text

### 3.1.1. Strategy: Cross-Curricular 'Marginalia'

**Strategy Statement:** The Michigan Merit Exam Reading ACT component assesses reading with the following breakdown of content: 75% Reading for information from the content areas of Social Studies, Humanities, and Natural Science (25% each). 25% of the Reading assessed is in relation to prose fiction.

Instructing students in the skill of 'Marginalia' across the curriculum (margin note taking when reading) will help students to identify key components of information including critical vocabulary, main ideas, and finite details when answering timed assessment questions.

#### Selected Target Areas

3.4 Designs and uses instructional strategies, innovations, and activities that are research-based and reflective of best practice
7.3 Ensures that plans for continuous improvement are aligned with the vision and purpose of the school and expectations for student learning

#### Other Required Information for Strategy

Research verifies that being skilled in utilizing marginal notes (Marginalia) while reading increases comprehension and recall.

Hirschberg, Stuart and Terry Hirschberg. "Introduction: Reading in the Various Genres." *The New Millennium Reader*. Upper Saddle River: Pearson Prentice Hall, 2006. 1?27.

This reserach includes marginal notation as a form of student learning through active engagement and analysis of the text. The writing also takes notation a step further than marginalia, suggesting that the student turn annotations into journal entries in order to facilitate extensive examination of both text and reader response.

Bartholomae, David and Anthony Petrosky. "Introduction: Ways of Reading." *Ways of Reading: An Anthology for Writers*. 5th ed. Boston: Bedford/St. Martin's, 1999. 1?18.

The pedagogical approach offered in this text advocates "strong, aggressive, labor-intensive reading"(5), rather than passive reading, in order to produce better writing in the composition classroom. Active engagement with the texts includes using marginal notations as "memory aids" in order to re-locate ideas in the text that might be worth further exploration.

#### List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Marginalia Process Review	2011-09-01	2011-09-01	Media Specialist and Master teacher Rachelle Wynkoop (in consultation with Scott McIntyre) will lead the English, Social Studies, Arts, and Science Department through a review of Marginalia Strategies. Rachelle will also

		train on the use of a previously developed process chart to allow for consistency in methodological implementation.
--	--	---

### 3.1.1.1. Activity: Marginalia Process Review

**Activity Description:** The English, Social Studies, Arts, and Science Department will be led through a review of Marginalia teaching techniques and strategies. A previously developed process chart will be re-presented as a means of establishing uniformity amongst strategic implementation across departmental lines.

**Planned staff responsible for implementing activity:** Media Specialist and Master teacher Rachelle Wynkoop (in consultation with Scott McIntyre) will lead the English, Social Studies, Arts, and Science Department through a review of Marginalia Strategies. Rachelle will also train on the use of a previously developed process chart to allow for consistency in methodological implementation.

**Actual staff responsible for implementing activity:** Media Specialist and Master teacher Rachelle Wynkoop  
Department Chair and Master teacher Scott McIntyre

**Planned Timeline:** Begin Date - 2011-09-01, End Date - 2011-09-01

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Marginalia Process Chart (Staff Developed)	No Funds Required		

### 3.1.2. Strategy: Cross-Curricular ACT Style Non-Fiction Passages

**Strategy Statement:** The Michigan Merit Exam Reading ACT component assesses reading with the following breakdown of content: 75% Reading for information from the content areas of Social Studies, Humanities, and Natural Science (25% each) (Prose Fiction). 25% of the Reading assessed is in relation to prose fiction.

Integrating ACT college style reading passages across the curriculum (ALL COURSES) on a regular basis (minimum of bi-monthly) will help students prepare for the non-fiction aspects of reading for information.

**Selected Target Areas**

3.4 Supports instruction that is research-based and reflective of best practice
7.3 Ensures that plans for continuous improvement are aligned with the vision and purpose of the school and expectations for student learning

**Other Required Information for Strategy**

Research shows that to increase readiness for the rigors presented in post-secondary college reading, structured assessments should be implemented across the curriculum.

"As we strengthen the high school curriculum by incorporating complex reading materials into all courses as defined by improved state standards, so must we also reflect this greater degree of complexity in the high-stakes assessments that high school students take. These assessments need to reflect a wider range of reading materials by including complex texts in all subject areas.

Information taken from ACT College Readiness in reading:

[http://www.act.org/research/policymakers/pdf/reading\\_summary.pdf](http://www.act.org/research/policymakers/pdf/reading_summary.pdf)

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Cross-Curricular ACT Style Non-Fiction Passages	2011-09-01	2012-06-13	Media Specialist and Master teacher Rachelle Wynkoop (in consultation with Scott McIntyre and Brian Brutyn) lead the English, Social Studies, Arts, and Science Department through a review of the EPAS data. They will also facilitate and assist with the development of the cross-curricular passages.

**3.1.2.1. Activity: Cross-Curricular ACT Style Non-Fiction Passages**

**Activity Description:** The English, Social Studies, Arts, and Science Department will be led through a review of Explore, PLAN, and ACT reading results of current cohorts (Spring of each academic year once E.P.A.S. results become available. From the data analysis, areas of curricular focus will be identified.

2010-2011 Identified Areas of Deficiency:

- Making inferences
- Putting events in sequential/temporal order from the reading
- Understanding/Identifying the author's purpose and/or main idea.
- Cause/Effect
- Citing textual evidence to support inferences drawn from the text

Departments design/identify ACT style reading passages that are applicable to their content area (with appropriate levels of rigor).

**Planned staff responsible for implementing activity:** Media Specialist and Master teacher Rachelle Wynkoop (in consultation with Scott McIntyre and Brian Brutyn) lead the English, Social Studies, Arts, and Science Department through a review of the EPAS data. They will also facilitate and assist with the development of the cross-curricular passages.

**Actual staff responsible for implementing activity:** Media Specialist and Master teacher Rachelle Wynkoop  
 Department Chair and Master teacher Scott McIntyre  
 Principal, Brian R. Brutyn

**Planned Timeline:** Begin Date - 2011-09-01, End Date - 2012-06-13

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
EXPLORE, PLAN, ACT reading passages	No Funds Required		

### 3.1.3. Strategy: Reading Intervention Seminar

**Strategy Statement:** As an addition to the embedded 'Seminar System' at Algonac High School (30 minute 'plus hour' segment twice weekly on Tuesdays and Thursdays), all 9th, 10th, and 11th grade students identified as being 'at-risk' in regards to not reaching the college readiness ACT score in Reading will be placed in an eight week seminar (16 sessions) with a curriculum designed to remediate and advance students based on their individual E.P.A.S. results.

2010-2011 Identified Areas of Curricular Focus:

- Making inferences
- Putting events in sequential/temporal order from the reading
- Understanding/Identifying the author's purpose and/or main idea.
- Cause/Effect
- Citing textual evidence to support inferences drawn from the text

**Selected Target Areas**

3.4 Designs and uses instructional strategies, innovations, and activities that are research-based and reflective of best practice
3.4 Supports instruction that is research-based and reflective of best practice
7.2 Engages stakeholders in the processes of continuous improvement

**Other Required Information for Strategy**

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>

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
E.P.A.S. Data Training, Disaggregation, and Seminar Design	2011-09-01	2012-06-13	The E.P.A.S. data session activity will continue to be designed and moderated by High School Principal, Brian R. Brutyn. The department is responsible for the design/presentation of the cohort curriculum that will supplement the individualized instruction. Instructors of the intervention seminars include: 9th Grade: Cheryl Scharnweber 10th Grade: Nick Matzka 11th Grade: Scott McIntyre

---

### 3.1.3.1. Activity: E.P.A.S. Data Training, Disaggregation, and Seminar Design

**Activity Description:** Staff members will be lead through annual reviews in identifying the weaknesses of the student cohorts at Algonac High School through E.P.A.S. data. From the identified data, departments will be given time to collaboratively design a curriculum for the individual grade level seminars to remediate instruction based on the established needs.

2010-2011 Identified Areas of Deficiency:

Making inferences

Putting events in sequential/temporal order from the reading

Understanding/Identifying the author's purpose and/or main idea.

Cause/Effect

Citing textual evidence to support inferences drawn from the text

**Planned staff responsible for implementing activity:** The E.P.A.S. data session activity will continue to be designed and moderated by High School Principal, Brian R. Brutyn. The department is responsible for the design/presentation of the cohort curriculum that will supplement the individualized instruction. Instructors of the intervention seminars include:

9th Grade: Cheryl Scharnweber  
 10th Grade: Nick Matzka  
 11th Grade: Scott McIntyre

**Actual staff responsible for implementing activity:** 9th Grade: Cheryl Scharnweber  
 10th Grade: Nick Matzka  
 11th Grade: Scott McIntyre

**Planned Timeline:** Begin Date - 2011-09-01, End Date - 2012-06-13

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
EXPLORE, PLAN, and D-ACT Student Data	No Funds Required	0.00	0.00

## Goal 4: Algonac High School: Science Improvement Goal

**Content Area:** Science

**Development Status:** Complete

**Student Goal Statement:** All Algonac High School students will achieve a 'college ready' ACT composite score in Science of 24. A 4% rise in overall Science proficiency on the Michigan Merit Exam will occur annually as a result of data driven improvement efforts.

**Gap Statement:** Improvement rates measured by the achievement of a Level 1 or Level 2 score on the Michigan Merit Exam:

### Michigan Merit Exam Scores

- 2010-2011 - Class of 2012 59%
- 2009-2010 - Class of 2011 63%
- 2008-2009 - Class of 2010 56%
- 2007-2008 - Class of 2009 59%
- 2006-2007 - Class of 2008 60%

Proficiency Growth Target: 4% annually

Growth Rates through EPAS: (2 point target growth to be able to reach a 24 composite on ACT). A 2 point growth rate has not yet been reached throughout the history of testing withing the EPAS system.

Growth Rates through EPAS:

Class of 2014: Growth rate of .51 composite points per year (2 point growth target)

Note: Incomplete data for Class of 2014 as they have not yet completed the EPAS system testing

Class of 2013: Growth rate of -.08 composite points per year (2 point growth target)

Note: Incomplete data for Class of 2013 as they have not yet completed the EPAS system testing

Class of 2012: Growth rate of 1.01 composite points per year (2 point growth target)

Class of 2011: Growth rate of 1.34 composite points per year (2 point growth target)

Class of 2010: Growth Rate of .67 composite points per year (2 point growth target)

Class of 2009: Growth Rate of .96 composite points per year (2 point growth target)

**Cause for Gap:** The identifiable cause for the lack of 4% consistent improvement and 2 point target growth through EPAS is a lack of curricular and strategic preparedness for the ACT style testing components. College readiness standards tested in an ACT format (Timed Testing) are an essential component for student success on the merit exam. As will be identified in the data sections below, success on the Michigan Merit Exam is directly correlated to consistent growth within the EPAS system. There is a definitive lack of consistent subject area composite improvement of 2 composite points per year.

**Multiple measures/sources of data you used to identify this gap in student achievement:** Improvement rates are measured by the achievement of a Level 1 or Level 2 score on the Michigan Merit Exam.

#### Michigan Merit Exam Scores

2010-2011 - Class of 2012 59%

2009-2010 - Class of 2011 63%

2008-2009 - Class of 2010 56%

2007-2008 - Class of 2009 59%

2006-2007 - Class of 2008 60%

ACT College Readiness Goal (Science): 24

#### ACT DACT PLAN EXPLORE

Class of 2015 16.19

Class of 2014 17.61 17.1

Class of 2013 17.65 17.8 17.8

Class of 2012 19.17 16.34 17.1 16.13

Class of 2011 19.92 17.67 17.0 15.9

Class of 2010 18.42 17.98 17.6 16.4

Class of 2009 19.5 N/A 17.8 16.6

**What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal?** The continued use of the E.P.A.S. system will be our staple of data analysis to test our growth through college readiness standards measured by the A.C.T. The Explore provides baseline data as it is implemented in the 8th grade. The PLAN and a De-Commissioned version of the ACT will measure the effectiveness of the goals during the Freshman and Sophomore years respectively.

To ensure strategies are also addressing components of the applicable state GLCE's and recently adopted Common Core Standards Achieve Data Director will be utilized through common course assessments.

**Contact Name:** Mark Simms

**List of Objectives:**

Name	Objective
Science Proficiency and College Readiness	The objective of the Algonac High School Reading goal of improving Michigan Merit Exam Student Reading Scores 4% annually is to make continuous progress toward the No Child Left Behind mandate of 100% proficiency. Also, as a part of the Algonac High School Mission Statement, college preparedness is a high priority (Goal of ACT '24' score for all students). Higher achievement on the ACT test as a component of the Michigan Merit Exam will correlate with a higher preparedness for post-secondary education.

### 4.1. Objective: Science Proficiency and College Readiness

**Measurable Objective Statement to Support Goal:** The objective of the Algonac High School Reading goal of improving Michigan Merit Exam Student Reading Scores 4% annually is to make continuous progress toward the No Child Left Behind mandate of 100% proficiency. Also, as a part of the Algonac High School Mission Statement, college preparedness is a high priority (Goal of ACT '24' score for all students). Higher achievement on the ACT test as a component of the Michigan Merit Exam will correlate with a higher preparedness for post-secondary education.

**List of Strategies:**

Name	Strategy
ACT Style Warm-up Questions: Timed	Timed ACT style warm-up questions taken from de-commissioned versions of the EXPLORE, PLAN, and ACT (correlated by grade level) will be implemented daily throughout the 9th, 10th, and 11th grade year within the Science Department. Questions will be chosen based on identified areas of weakness from analysis of cohort results within the EPAS testing system. Questions will be tracked through the ACHIEVE Data Director management system to identify efficiency of instruction. 2010-2011 Identified Deficiencies: Target Curriculum for Questions Vocabulary across the Science Disciplines: ACT Readiness Standard Driven Creating and Interpreting Simple and 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. Four of the lowest percent correct were questions dealing with research summary. Data representation: Questions that require students to analyze data representation. Understanding Conflicting Viewpoints: Multiple Arguments Diagrams: Flow, Geographical, Process The ability to inference Drawing a conclusion by deductive reasoning from given facts.
Comprehensive Think-Aloud	As all components of the Michigan Merit Exam are timed, the ability to 'think and visualize' problem solving skills is of the utmost importance to testing success. A comprehensive strategy that helps students mentally walk through process rubrics when problem solving will increase the probability of success on assessments in high school and in post-secondary educational challenges.
Science Intervention	As an addition to the embedded 'Seminar System' at Algonac High School (30 minute 'plus hour' segment twice weekly on Tuesdays and Thursdays), all 9th, 10th, and 11th grade

Seminar	<p>students identified as being 'at-risk' in regards to not reaching the college readiness ACT score in Science will be placed in an eight week seminar (16 sessions) with a curriculum designed to remediate and advance students based on their individual E.P.A.S. results. 2010-2011 Identified Deficiencies: Target Area for Curriculum Vocabulary across the Science Disciplines: ACT Readiness Standard Driven Creating and Interpreting Simple and 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. Four of the lowest percent correct were questions dealing with research summary. Data representation: Questions that require students to analyze data representation. Understanding Conflicting Viewpoints: Multiple Arguments Diagrams: Flow, Geographical, Process The ability to inference Drawing a conclusion by deductive reasoning from given facts.</p>
---------	---

### 4.1.1. Strategy: ACT Style Warm-up Questions: Timed

**Strategy Statement:** Timed ACT style warm-up questions taken from de-commissioned versions of the EXPLORE, PLAN, and ACT (correlated by grade level) will be implemented daily throughout the 9th, 10th, and 11th grade year within the Science Department. Questions will be chosen based on identified areas of weakness from analysis of cohort results within the EPAS testing system. Questions will be tracked through the ACHIEVE Data Director management system to identify efficiency of instruction.

2010-2011 Identified Deficiencies: Target Curriculum for Questions  
 Vocabulary across the Science Disciplines: ACT Readiness Standard Driven  
 Creating and Interpreting Simple and 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. Four of the lowest percent correct were questions dealing with research summary.  
 Data representation: Questions that require students to analyze data representation.  
 Understanding Conflicting Viewpoints: Multiple Arguments  
 Diagrams: Flow, Geographical, Process  
 The ability to inference Drawing a conclusion by deductive reasoning from given facts.

#### Selected Target Areas

- 3.4 Supports instruction that is research-based and reflective of best practice
- 7.3 Ensures that plans for continuous improvement are aligned with the vision and purpose of the school and expectations for student learning

#### Other Required Information for Strategy

A review of ACT testing strategy research was conducted. In all research, taking practice versions of the test that are timed was directly correlated to success on the ACT test. Students will be taking a condensed version of a practice question daily. This repetitive conditioning will correlate to higher achievement.

Specific links to research used come from the website:

<http://www.act.org/research/briefs/2001-2.html>

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Question Correlation: College Readiness Standard	2011-09-01	2012-06-13	Science Department Co-Chair and Master Teacher Mark Simms will coordinate the choosing of and implementation of ACT Style Warm-Up questions for the Science Department. Mr. Simms will also lead the department in analysis of the data for curricular implications in monthly departmental meetings. E.P.A.S. data disaggregation will continue to be facilitated by the Principal, Brian R. Brutyn.

---

**4.1.1.1. Activity: Question Correlation: College Readiness Standard**

**Activity Description:** The Science department will meet each Spring to choose the content of the questions used for the ACT Style Warmup questions based on deficiencies identified in annual E.P.A.S. data. Consideration to grade level appropriateness of the question will also be reviewed.

2010-2011 Identified Deficiencies: Target Area for Questions

Vocabulary across the Science Disciplines: ACT Readiness Standard Driven

Creating and Interpreting Simple and 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. Four of the lowest percent correct were questions dealing with research summary.

Data representation: Questions that require students to analyze data representation.

Understanding Conflicting Viewpoints: Multiple Arguments

Diagrams: Flow, Geographical, Process

The ability to inference Drawing a conclusion by deductive reasoning from given facts.

Data Director will continue to be utilized to track cohort comprehension of target areas.

**Planned staff responsible for implementing activity:** Science Department Co-Chair and Master Teacher Mark Simms will coordinate the choosing of and implementation of ACT Style Warm-Up questions for the Science Department. Mr. Simms will also lead the department in analysis of the data for curricular implications in monthly departmental meetings. E.P.A.S. data disaggregation will continue to be facilitated by the Principal, Brian R. Brutyn.

**Actual staff responsible for implementing activity:** Science Department Co-Chair and Master Teacher Mark Simms  
Principal, Brian R. Brutyn

**Planned Timeline:** Begin Date - 2011-09-01, End Date - 2012-06-13

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Achieve Data Director	General Funds	2,585.70	0.00
De-Commissioned ACT, PLAN, and EXPLORE questions	No Funds Required	0.00	0.00

### 4.1.2. Strategy: Comprehensive Think-Aloud

**Strategy Statement:** As all components of the Michigan Merit Exam are timed, the ability to 'think and visualize' problem solving skills is of the utmost importance to testing success. A comprehensive strategy that helps students mentally walk through process rubrics when problem solving will increase the probability of success on assessments in high school and in post-secondary educational challenges.

**Selected Target Areas**

3.4 Supports instruction that is research-based and reflective of best practice
7.1 Engages in a continuous process of improvement that articulates the vision and purpose the school is pursuing (Vision); maintains a rich and current description of students, their performance, school effectiveness, and the school community (Profile); employs goals and interventions to improve student performance (Plan); and documents and uses the results to inform what happens next (Results)

**Other Required Information for Strategy**

Research verifies that students 'thinking aloud' during problem solving will allow students to develop better mental problem solving skills. The process also allows instructors to monitor thought process and provide immediate feedback that would be otherwise unattainable through non-communicative written work.

Quote from the National Council of Teachers of Mathematics:

"When teachers use assessment techniques such as observations, conversations and interviews with students, or interactive journals, students are likely to learn through the process of articulating their ideas and answering the teacher's questions" (National Council of Teachers of Mathematics 2000).

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Think-Aloud Process Review	2011-09-01	2011-09-01	Math Department Chair and Master teacher Lisa Burns will lead the Math and Science Department through a review of Think-Aloud Strategies. Lisa will also train on the use of a previously developed process rubric will be reviewed as well and allow for consistency in method and numerical implementation.

### 4.1.2.1. Activity: Think-Aloud Process Review

**Activity Description:** The Math and Science Department will be led through a review of Think-Aloud Strategies. A previously developed process rubric will be reviewed as well and allow for consistency in method and numerical implementation.

**Planned staff responsible for implementing activity:** Math Department Chair and Master teacher Lisa Burns will lead the Math and Science Department through a review of Think-Aloud Strategies. Lisa will also train on the use of a previously developed process rubric will be reviewed as well and allow for consistency in method and numerical implementation.

**Actual staff responsible for implementing activity:** Math Department Chair and Master teacher Lisa Burns

**Planned Timeline:** Begin Date - 2011-09-01, End Date - 2011-09-01

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Think- Aloud Process Rubric	No Funds Required	0.00	0.00

### 4.1.3. Strategy: Science Intervention Seminar

**Strategy Statement:** As an addition to the embedded 'Seminar System' at Algonac High School (30 minute 'plus hour' segment twice weekly on Tuesdays and Thursdays), all 9th, 10th, and 11th grade students identified as being 'at-risk' in regards to not reaching the college readiness ACT score in Science will be placed in an eight week seminar (16 sessions) with a curriculum designed to remediate and advance students based on their individual E.P.A.S. results.

- 2010-2011 Identified Deficiencies: Target Area for Curriculum
- Vocabulary across the Science Disciplines: ACT Readiness Standard Driven
- Creating and Interpreting Simple and 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. Four of the lowest percent correct were questions dealing with research summary.
- Data representation: Questions that require students to analyze data representation.
- Understanding Conflicting Viewpoints: Multiple Arguments
- Diagrams: Flow, Geographical, Process
- The ability to inference Drawing a conclusion by deductive reasoning from given facts.

**Selected Target Areas**

3.4 Designs and uses instructional strategies, innovations, and activities that are research-based and reflective of best practice
3.4 Supports instruction that is research-based and reflective of best practice
7.3 Ensures that plans for continuous improvement are aligned with the vision and purpose of the school and expectations for student learning

**Other Required Information for Strategy**

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 tests compared with their peers on regular schedules in nearby schools.

<http://www.timeandlearning.org/images/12.7.09FinalDatabaseReport.pdf>

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
E.P.A.S. Data Training, Disaggregation, and Seminar Design	2011-09-01	2012-06-13	The E.P.A.S. data session activity will continue to be designed and moderated by High School Principal, Brian R. Brutyn. The department is responsible for the design/presentation of the cohort curriculum that will supplement the individualized instruction. Instructors of the intervention seminars include: 9th Grade: Deborah Hicks 10th Grade: Chris Viney 11th Grade: Minna Turrell

**4.1.3.1. Activity: E.P.A.S. Data Training, Disaggregation, and Seminar Design**

**Activity Description:** Staff members will be lead through annual reviews in identifying the weaknesses of the student cohorts at Algonac High School through E.P.A.S. data. From the identified data, departments will be given time to collaboratively design a curriculum for the individual grade level seminars to remediate instruction based on the established needs.

2010-2011 Identified Deficiencies: Target Area for Questions

Vocabulary across the Science Disciplines: ACT Readiness Standard Driven

Creating and Interpreting Simple and 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. Four of the lowest percent correct were questions dealing with research summary.

Data representation: Questions that require students to analyze data representation.

Understanding Conflicting Viewpoints: Multiple Arguments

Diagrams: Flow, Geographical, Process

The ability to inference Drawing a conclusion by deductive reasoning from given facts.

Data Director will continue to be utilized to track cohort comprehension of target areas.

**Planned staff responsible for implementing activity:** The E.P.A.S. data session activity will continue to be designed and moderated by High School Principal, Brian R. Brutyn. The department is responsible for the design/presentation of the cohort curriculum that will supplement the individualized instruction. Instructors of the intervention seminars include:

9th Grade: Deborah Hicks

10th Grade: Chris Viney

11th Grade: Minna Turrell

**Actual staff responsible for implementing activity:** 9th Grade: Deborah Hicks

10th Grade: Chris Viney

11th Grade: Minna Turrell

**Planned Timeline:** Begin Date - 2011-09-01, End Date - 2012-06-13

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
EXPLORE, PLAN, and D-ACT Student Data	No Funds Required	0.00	0.00

## Goal 5: Algonac High School: Writing Improvement Goal

**Content Area:** English Language Arts

**Development Status:** Complete

**Student Goal Statement:** All Algonac High School students will achieve a 'college ready' ACT composite score in Writing of 9 (12 point scale) and a score of 18 in English (The two scores are combined to generate the overall Writing proficiency score).

A 4% rise in overall Writing proficiency on the Michigan Merit Exam will occur annually as a result of data driven improvement efforts.

**Gap Statement:** Improvement rates measured by the achievement of a Level 1 or Level 2 score on the Michigan

Merit Exam:

English Language Arts: Writing

Class of 2012 43%  
Class of 2011 49%  
Class of 2010 45%  
Class of 2009 36%  
Class of 2008 43%

ACT College Readiness Goal (English): 18

English ACT Composite Scores through EPAS

ACT DACT PLAN EXPLORE

Class of 2015 13.79  
Class of 2014 15.53 14.49  
Class of 2013 16.55 15.94 15.71  
Class of 2012 18.19 15.9 15.45 14.79  
Class of 2011 18.99 15.67 15.1 14.4  
Class of 2010 17.89 17.23 16.6 14.5  
Class of 2009 16.8 NA 16.3 14.4

Growth Rates annually through EPAS (English):

Class of 2014: Growth rate of 1.04 composite points per year (2 point growth target)  
Note: Incomplete data for Class of 2014 as they have not yet completed the EPAS system testing  
Class of 2013: Growth rate of .42 composite points per year (2 point growth target)  
Note: Incomplete data for Class of 2013 as they have not yet completed the EPAS system testing  
Class of 2012: Growth rate of 1.13 composite points per year (2 point growth target)  
Class of 2011: Growth rate of 1.53 composite points (2 point growth target)  
Class of 2010: Growth Rate of 1.13 composite points (2 point growth target)  
Class of 2009: Growth Rate of 1.2 composite points (2 point growth target)

NOTE: Prior to the 2010-2011 school year, EPAS Writing Data was not available as the EXPLORE, PLAN, and D-ACT do not have a writing component with them. This issue was resolved in 2010-2011 as a writing test was implemented by the staff as a part of the E.P.A.S. testing.

Preliminary data:

ACT College Readiness Goal (Writing): 9/12  
Goal Target: 1 Point Increase Per Academic Year

Writing ACT Composite Scores through EPAS

ACT DACT PLAN EXPLORE

Class of 2015 5.30  
Class of 2014 5.50 NA

Class of 2013 5.87 NA NA  
Class of 2012 6.39 NA NA NA  
Class of 2011 6.67 NA NA NA  
Class of 2010 NA NA NA NA  
Class of 2009 NA NA NA NA

**Cause for Gap:** English Scores:

The identifiable cause for the lack of 4% consistent improvement and 2 point target growth through EPAS is a lack of curricular and strategic preparedness for the ACT style testing components. College readiness standards tested in an ACT format (Timed Testing) are an essential component for student success on the merit exam. As will be identified in the data sections below, success on the Michigan Merit Exam is directly correlated to consistent growth within the EPAS system. There is a definitive lack of consistent subject area composite improvement of 2 composite points per year.

**Writing Scores:**

The identifiable cause for the lack of 4% consistent improvement is a lack of preparedness for the rigors of a timed essay. Data indicates that our students struggle most in the area of detail inclusion and organizing ideas which become a complex task in a 30 minute time allocation. Our students are instructed on the use of the elongated writing process throughout their K-8 education. Instruction/practice on an abbreviated version of the writing process is essential to improve scores. College readiness standards tested in an ACT format (Timed Testing) are an essential component for student success on the merit exam.

**Multiple measures/sources of data you used to identify this gap in student achievement:** Michigan Merit Exam Scores

**Writing**

Class of 2012 43%  
Class of 2011 49%  
Class of 2010 45%  
Class of 2009 36%  
Class of 2008 43%

ACT College Readiness Goal (English): 18

English ACT Composite Scores through EPAS

**ACT DACT PLAN EXPLORE**

Class of 2015 13.79  
Class of 2014 15.53 14.49  
Class of 2013 16.55 15.94 15.71  
Class of 2012 18.19 15.9 15.45 14.79  
Class of 2011 18.99 15.67 15.1 14.4  
Class of 2010 17.89 17.23 16.6 14.5  
Class of 2009 16.8 NA 16.3 14.4

Writing ACT Composite Scores through EPAS

**ACT DACT PLAN EXPLORE**

Class of 2015 5.30  
 Class of 2014 5.50 NA  
 Class of 2013 5.87 NA NA  
 Class of 2012 6.39 NA NA NA  
 Class of 2011 6.67 NA NA NA  
 Class of 2010 NA NA NA NA  
 Class of 2009 NA NA NA NA

**What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal?** The implementation of a writing test within the E.P.A.S. testing system will be our staple of data analysis to test our growth through college readiness standards measured by the A.C.T. Continued use of E.P.A.S. English test results will be used for data analysis of applicable English college readiness scores.

The Explore provides baseline data as it is implemented in the 8th grade. The PLAN and a De-Commissioned version of the ACT will measure the effectiveness of the goals during the Freshman and Sophomore years respectively.

**Contact Name:** Scott McIntyre

**List of Objectives:**

Name	Objective
Writing Proficiency and College Readiness	The objective of the Algonac High School Writing goal of improving Michigan Merit Exam Student Reading Scores 4% annually is to make continuous progress toward the No Child Left Behind mandate of 100% proficiency. Also, as a part of the Algonac High School Mission Statement, college preparedness is a high priority (Goal of ACT '18' score for all students). Higher achievement on the ACT Writing/English test as a component of the Michigan Merit Exam will correlate with a higher preparedness for post-secondary education.

## 5.1. Objective: Writing Proficiency and College Readiness

**Measurable Objective Statement to Support Goal:** The objective of the Algonac High School Writing goal of improving Michigan Merit Exam Student Reading Scores 4% annually is to make continuous progress toward the No Child Left Behind mandate of 100% proficiency. Also, as a part of the Algonac High School Mission Statement, college preparedness is a high priority (Goal of ACT '18' score for all students). Higher achievement on the ACT Writing/English test as a component of the Michigan Merit Exam will correlate with a higher preparedness for post-secondary education.

**List of Strategies:**

Name	Strategy
Cross-Curricular Timed ACT Style Essay	The Michigan Merit Exam Writing ACT component assesses writing with a 30 minute persuasive style essay. The essay is scored with a detailed 12 point rubric. Integrating ACT college style writing essays passages (persuasive) across the curriculum (ALL

Implementation	COURSES 9-11) on a regular basis (quarterly) will help students acclimate to the rigors of timed persuasive writing.
ELA (Writing/English) Intervention 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 9th, 10th, and 11th grade students identified as being 'at-risk' in regards to not reaching the college readiness ACT score in Writing/English will be placed in an eight week seminar (16 sessions) with a curriculum designed to remediate and advance students based on their individual E.P.A.S. results. 2010-2011 Identified Areas of Deficiency - Target Curriculum: Colon and semicolon usage Transitional Words/Phrases Reducing redundancies Prefixes-suffixes Comma Usage Cause-Effect Tense Agreement: Past, Present, Future Pronouns & their antecedents Citing textual evidence to support inferences drawn from the text Creating an organization that logically sequences claim(s), counterclaims, reasons, and evidence Developing claims and counterclaims Providing a concluding statement or section that follows and supports the argument presented. Hyphenation conventions

### 5.1.1. Strategy: Cross-Curricular Timed ACT Style Essay Implementation

**Strategy Statement:** The Michigan Merit Exam Writing ACT component assesses writing with a 30 minute persuasive style essay. The essay is scored with a detailed 12 point rubric.

Integrating ACT college style writing essays passages (persuasive) across the curriculum (ALL COURSES 9-11) on a regular basis (quarterly) will help students acclimate to the rigors of timed persuasive writing.

#### Selected Target Areas

3.4 Designs and uses instructional strategies, innovations, and activities that are research-based and reflective of best practice
3.4 Supports instruction that is research-based and reflective of best practice
7.3 Ensures that plans for continuous improvement are aligned with the vision and purpose of the school and expectations for student learning

#### Other Required Information for Strategy

Research from the 53rd annual MRA conference held in Grand Rapids, Michigan verifies that writing across the curriculum enhances students chances of proficiency.

Excerpts from research:

"Use writing strategies across all content areas."

"Require all students - even less experienced ones - to write extensively so that they become comfortable writing."

"Writing about or developing content helps students focus on meaning and helps them process information at deep levels."

"Teachers who create writing assignments by engaging students in writing-to-learn activities set the stage for students to demonstrate in final writing a fuller understanding of the topic at hand."

<http://www.slideshare.net/hickstro/writing-across-the-curriculum-mra-2009>

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Cross-Curricular ACT Style Writing Rubric Review	2011-09-01	2011-09-01	Master teacher Lauren Wummel (in consultation with Scott McIntyre and Rachelle Wynkoop) will lead the English, Social Studies, Arts, and Science Department through the review of the ACT Writing scoring rubric. They will also facilitate and assist with the development of appropriate cross-curricular passages.

---

### 5.1.1.1. Activity: Cross-Curricular ACT Style Writing Rubric Review

**Activity Description:** The English, Social Studies, Arts, and Science Department will be led through a review of the ACT persuasive writing scoring rubric. Time will also be devoted to the development of rigor appropriate writing passages for the EXPLORE, PLAN, and D-ACT as a means to collect annual growth data.

2010-2011 Training was conducted on Thursday, March 31st by SCCRESA consultant Vicki Les

**Planned staff responsible for implementing activity:** Master teacher Lauren Wummel (in consultation with Scott McIntyre and Rachelle Wynkoop) will lead the English, Social Studies, Arts, and Science Department through the review of the ACT Writing scoring rubric. They will also facilitate and assist with the development of appropriate cross-curricular passages.

**Actual staff responsible for implementing activity:** 2010-2011 Training was facilitated by St. Clair County RESA liasion, Vicki Les.

**Planned Timeline:** Begin Date - 2011-09-01, End Date - 2011-09-01

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
ACT Persuasive Writing Rubric	No Funds Required	0.00	0.00

## 5.1.2. Strategy: ELA (Writing/English) Intervention Seminar

**Strategy Statement:** As an addition to the embedded 'Seminar System' at Algonac High School (30 minute 'plus hour' segment twice weekly on Tuesdays and Thursdays), all 9th, 10th, and 11th grade students identified as being 'at-risk' in regards to not reaching the college readiness ACT score in Writing/English will be placed in an eight week seminar (16 sessions) with a curriculum designed to remediate and advance students based on their individual E.P.A.S. results.

2010-2011 Identified Areas of Deficiency - Target Curriculum:

Colon and semicolon usage  
 Transitional Words/Phrases  
 Reducing redundancies  
 Prefixes-suffixes  
 Comma Usage  
 Cause-Effect  
 Tense Agreement: Past, Present, Future  
 Pronouns & their antecedents  
 Citing textual evidence to support inferences drawn from the text  
 Creating an organization that logically sequences claim(s), counterclaims, reasons, and evidence  
 Developing claims and counterclaims  
 Providing a concluding statement or section that follows and supports the argument presented.  
 Hyphenation conventions

### Selected Target Areas

3.4 Designs and uses instructional strategies, innovations, and activities that are research-based and reflective of best practice
3.4 Supports instruction that is research-based and reflective of best practice
7.2 Engages stakeholders in the processes of continuous improvement

### Other Required Information for Strategy

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>

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
E.P.A.S. Data Training, Disaggregation, and Seminar Design	2011-09-01	2012-06-13	The E.P.A.S. data session activity will be designed and moderated by High School Principal, Brian R. Brutyn. The department is responsible for the design of the cohort curriculum that will supplement the individualized instruction. Instructor of the writing intervention seminar All Grades: Katherine Barraco

---

### 5.1.2.1. Activity: E.P.A.S. Data Training, Disaggregation, and Seminar Design

**Activity Description:** Staff members will be lead through annual reviews in identifying the weaknesses of the student cohorts at Algonac High School through E.P.A.S. data. From the identified data, departments will be given time to collaboratively design a curriculum for the individual grade level seminars to remediate instruction based on the established needs.

2010-2011 Identified Areas of Deficiency:

- Colon and semicolon usage
- Transitional Words/Phrases
- Reducing redundancies
- Prefixes-suffixes
- Comma Usage
- Cause-Effect
- Tense Agreement: Past, Present, Future
- Pronouns & their antecedents
- Citing textual evidence to support inferences drawn from the text
- Creating an organization that logically sequences claim(s), counterclaims, reasons, and evidence
- Developing claims and counterclaims
- Providing a concluding statement or section that follows and supports the argument presented.
- Hyphenation conventions

**Planned staff responsible for implementing activity:** The E.P.A.S. data session activity will be designed and moderated by High School Principal, Brian R. Brutyn. The department is responsible for the design of the cohort curriculum that will supplement the individualized instruction.

Instructor of the writing intervention seminar

All Grades: Katherine Barraco

**Actual staff responsible for implementing activity:** All Grades: Katherine Barracco

**Planned Timeline:** Begin Date - 2011-09-01, End Date - 2012-06-13

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
EXPLORE, PLAN, and D-ACT Student Data	No Funds Required	0.00	0.00

## Resource Profile

<b>Funding Source</b>	<b>Planned Amount</b>	<b>Actual Amount</b>
No Funds Required	\$0.00	\$0.00
Other	\$500.00	\$0.00
General Funds	\$59,685.70	\$0.00

## Additional Requirements

### Comprehensive Needs Assessment

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

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

1. How was the comprehensive needs assessment conducted?

*Surveys were developed and administered to stakeholder groups (Parents, Staff, and Students) to gain feedback on essential questions.*

*A group from the School Improvement Team attended a six hour conference sponsored by the St. Clair County RESA to disaggregate survey and proficiency data.*

*From the disaggregated data, the Comprehensive Needs Assessment was completed over time.*

### Curriculum Alignment that Corresponds to the Goals

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

*Algonac High School is fully aligned with the mandated Michigan Merit Curriculum. In addition, the school offers the prestigious Intentional Baccalaureate Diploma Programme to our students.*

*Curriculum review is completed on an annual basis through Department Meetings. Data is disaggregated to discern where curricular gaps exist.*

*The staff is diligently working to align curriculum with the Common Core Standards. 2011-2012 professional development time has been designated and scheduled (partnering with the St. Clair County RESA) to assist the staff with the laborious task.*

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

*Organizational Structure of Algonac High School*

*1. Principal - Suggests candidates for hiring, sets building policies, directs building curriculum, evaluates teaching staff, coordinates professional development, communicates with parent groups, generates master*

*schedule*

- 2. Assistant Principal - Handles disciplinary actions, evaluates teaching staff, proposes and writes grants, assists with master schedule*
- 3. AD/Director of Services - Coordinates athletic contests, teams, and student-centered events, evaluates staff, handles minor disciplinary actions*
- 4. Counselors - Coordinates student scheduling, provides career and post-secondary schooling options to students, assists with master schedule*
- 5. Department Chairs - Collaborates with subject area teachers to propose curriculum adjustments/improvements to principal*
- 6. Teaching Faculty - Sets personal curriculum and classroom rules*
- 7. Support Staff - Provides logistical and technical support to all of the above*

## **Staff Development**

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

## **Alternative Measures of Assessment**

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

*Algonac High School utilizes the 'E.P.A.S.' assessment system as a tool to measure annual academic growth in relation to College Readiness Standards.*

*8th Grade: EXPLORE*

*9th Grade: PLAN*

*10th Grade: De-Commissioned version of the ACT*

*11th Grade: ACT*

*The data from these assessments are used for a variety of educational purposes:*

- \* Core Course Scheduling for students*
- \* Parent Teacher Conference Discussion Points*
- \* Teacher Evaluation*
- \* Formulation of the School Improvement Plan (Curricular Analysis)*

*In addition to the E.P.A.S. assessments, teaching staff uses formative assessments on a consistent basis (analyzed using Data Director) to identify cohort and individual curricular gaps, strengths, and weaknesses.*

## **Effective Use of Technology**

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

*The Algonac Community Schools was blessed to have passed a bond in 2008. Through the generous support of our constituents, we have one of the most technologically advanced buildings in the county. Each teacher has access to many technological resources necessary to assist with the analysis and implementation of our set goals and strategies. Each teacher in the school has in their classroom an ELMO projector and SMART board. The school contains two state of the art individual 32 unit computer labs, and ACHIEVE data director scanning capabilities for all teachers(2 scanners in place in the school). Our needs to implement the plan are surpassed.*

### **Evaluation of the School Improvement Plan**

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

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

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

*In monthly meetings, information regarding goal progression is shared with the School Improvement Team. The School Improvement Team disseminates the information and presents to their departments within departmental collaborative sessions. Parents are informed during bi-monthly meetings (Parent Advisory Council) with the principal. The bi-monthly newsletter will also become an avenue for communication. All goals (with common language explanations) are included in the school district annual report.*

### **Building Level Decision-Making**

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

*Stakeholders meet as a School Improvement team to design the goals that will be used for the school year annually. Meetings are monthly. School Improvement Team members solicit feedback from their department and school improvement committee members before goals are firmly drafted and adopted.*

*As an ongoing analysis of goal progress and implementation the School Improvement Team and Committee members meet monthly. Reports/analysis are given as a staple of regular Staff Development meetings.*

*Final reflection on overall effectiveness comes when testing data is firm from the State of Michigan. This data is usually not official until school end, so review occurs at the beginning of the next school year. At*

*that time effectiveness is analyzed and goals are modified if necessary.*

## Assurances

### EdYES! (pending statutory approval to be changed to MI-SAAS) (EdYES!)

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

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

Comments:

2. Our school published a fully compliant annual report. (The Annual Education Report (AER) satisfies this). If yes, please provide a link to the report on your website in the comments field (if applicable).

Response: *Yes*

Comments: *<http://algonac.k12.mi.us/algonac/district/uploads/annualreport.pdf>*

### Educational Development Plan (EDP)

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

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

Comments:

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

Response: *Yes*

Comments:

### Health and Safety (HSAT)

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

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

Response: *Written policy, fully implemented*

Comments: *Student/Parent Handbook*

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

Response: *Yes*

Comments: *New-Teacher Orientation Professional Development contains this component. In addition, professional development during 2010-2011 focused on classroom management techniques for unmotivated students.*

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

Response: *Yes*

Comments: *Student/Parent Handbook published annually.*

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

Response: *Yes*

Comments: *Source: Perception Data: 2009-2010 and 2010-2011*

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

Response: *Reviewed policy, but not yet adopted*

Comments:

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

Response: *Yes*

Comments: *Teacher attends four times annually.*

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

Response: *Yes*

Comments:

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

Response: *Yes*

Comments: *Per Michigan Model for Health Curriculum*

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

Response: *Reviewed policy, but not yet adopted*

Comments:

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

Response: *Yes*

Comments:

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

Response: *Other curriculum*

Comments:

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

Response: *Yes*

Comments: *Rivard Run*

*Decathlon*

*Muskrat Scramble*

*Weight Training Development*

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

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

Comments: *Two Physical Education offerings in the high school.*

*Physical Education: Semester Course: Approximately 88 days, 60 minutes per day.*

*Athletic Dimensions: Year Long Course: 177 Days, 60 minutes per day*

*Advanced Fitness and Conditioning: Year Long Course: 177 Days, 60 minutes per day*

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

Response: *Reviewed policy, but not yet adopted*

Comments:

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

Response: *Yes*

Comments: *Chartwell's Food Services*

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

Response: *Yes*

Comments:

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

Response: *Yes*

Comments: *Food Director Initiated Survey and public forum.*

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

Response: *Yes*

Comments:

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

Response: *No*

Comments: *County Health Department used to consult in cases of concern. They also provide vision and hearing screening.*

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

Response: *Written policy, fully implemented*

Comments:

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

Response: *Yes*

Comments: *Emergency Card  
504 Compliance Literature*

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

Response: *Reviewed policy, but not yet adopted*

Comments:

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

Response: *No*

Comments: *N/A: No school health staff employed.*

24. During the past 12 months, the school counselor/psychologist/social worker offered information to students (presentations, materials, individual or group counseling activities, events) about bullying, harassment and other peer to peer aggression.

Response: *Yes*

Comments: *Counselor in consultation with Discipline Officer*

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

Response: *Yes*

Comments: *Counselor in consultation with Discipline Officer*

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

Response: *Yes*

Comments: *Counselor in consultation with Discipline Officer*

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

Response: *No*

Comments: *Mission Statement*

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

*\* Succeed in a post-secondary educational setting*

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

*\* Exhibit exemplary moral behaviors*

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

Response: *No*

Comments:

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

Response: *Yes*

Comments:

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

Response: *No Written Policy*

Comments:

31. Our school has a parent education program.

Response: *No*

Comments:

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

Response: *Yes*

Comments:

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

Response: *Access to some indoor facilities*

Comments:

## Stakeholders

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

Title	First Name	Last Name	Position	E-mail
Mr.	Brian	Brutyn	Principal	bbrutyn@algonac.k12.mi.us
Mrs.	Rachelle	Wynkoop	Media Specialist	rwynkoop@algonac.k12.mi.us
Mr.	Jamie	Thiede	AD/Director of Services	jthiede@algonac.k12.mi.us
Mr.	Scott	McIntyre	English Instructor/Chair	smcintyre@algonac.k12.mi.us
Mr.	Craig	Cassady	Social Studies Instructor	ccassady@algonac.k12.mi.us
Mr.	William	Kiehler	Math Instructor/School Im	wkiehler@algonac.k12.mi.us
Mrs.	Stephanie	Urban	Science Instructor/Chair	surban@algonac.k12.mi.us
Mr.	Mark	Simms	Science Instructor/co-cha	msimms@algonac.k12.mi.us
Ms.	Lisa	Burns	Math Instructor - Chair	lburns@algonac.k12.mi.us
Mrs.	Lauren	Wummel	English Instructor	lwummel@algonac.k12.mi.us
Mrs.	Miechelle	Landrum	Technology Instructor	mlandrum@algonac.k12.mi.us
Mrs.	Connie	Davis	Parent Advisory Council	codavis_65@comcast.net
Mrs.	Julie	Mytinger	Parent Advisory Council	j_mytinger@hotmail.com
Mrs.	Tonya	Wirgau	Parent Advisory Council	atwirgau@comcast.net
Mrs.	Heidi	McGregor	Parent Advisory Council	mmcgregor02@comcast.net
Mrs.	Rae Ann	Rorah	Parent Advisory Council	rrorah@michmerch.com

# Statement of Non-Discrimination

## Federal Office for Civil Rights

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

## Contact Information

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

Name/Position:	Brian R. Brutyn: Principal
Address:	5200 Taft Rd.
Telephone Number:	810-794-4911

## References

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

# Supporting Documentation

*No documentation was attached.*