



School Improvement Plan

Southgate Anderson High School

Southgate Community School District

Dr. Michelle Baker-Herring, Principal
15475 Leroy
Anderson High School
Southgate, MI 48195

TABLE OF CONTENTS

| | |
|--|----|
| Introduction..... | 1 |
| Executive Summary | |
| Introduction..... | 3 |
| Description of the School..... | 4 |
| School's Purpose..... | 5 |
| Notable Achievements and Areas of Improvement..... | 6 |
| Additional Information | 7 |
| Improvement Plan Stakeholder Involvement | |
| Introduction..... | 9 |
| Improvement Planning Process..... | 10 |
| School Data Analysis | |
| Introduction..... | 12 |
| Student Enrollment Data..... | 13 |
| Student Achievement Data for All Students..... | 15 |
| Subgroup Student Achievement..... | 17 |
| Perception Data - Students..... | 21 |
| Perception Data – Parents/Guardians..... | 22 |
| Perception Data – Teachers/Staff..... | 23 |

Other 24

School Additional Requirements Diagnostic

Introduction 26

School Additional Requirements Diagnostic 27

Thomas J. Anderson High School 2014-2017

Overview 30

Goals Summary 31

 Goal 1: All students at Anderson High School will be proficient in literacy 32

 Goal 2: All students at Anderson High School will be proficient in mathematics 36

 Goal 3: All staff will work to improve the culture and climate of Anderson High School 36

Activity Summary by Funding Source 40

Introduction

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

Executive Summary

Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

 The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

Anderson High School is the only High School located in the Southgate Community School District in a suburban community that is 6.8 square miles. Anderson High School will continue to have students in grades 9-12 in the 14-15 school year with a current enrollment of approximately 1400. Over the past three years, we have lost approximately 200 students. Anderson High School currently has 44% of our students that are economically disadvantaged and 13% that receive special education services.

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

The purpose of Anderson High is develop the love of learning within our students in an inviting, welcoming, and supportive learning environment.

Mission: Learning for Life

Vision: Southgate Schools: The Best Choice for Students and Parents

Belief Statements:

All individuals have worth and deserve respect.

Learning is a lifelong process.

All students deserve a safe environment in which to learn.

Student effort is essential to student achievement.

collaboration of students, parents and staff has the greatest impact on student growth.

We will focus on climate and culture to ensure that students feel welcomed and supportive at school. We have adopted the Wayne State Math Corp program that embodies high expectations and a nurturing learning environment.

Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

In the last three years, we have see our scores in all content areas fluctuate. This year we made gains in science, social studies, reading and english on the MME. We also made gains in every area on the ACT. Our primary concern at AHS and as a district, is math achievement, however we will be focusing on using research-based best practices focusing on literacy in all content areas as well.

Additional Information

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

This upcoming year we will be offering Blended Learning courses for our students that will provide flexible scheduling options as well as increase student engagement. We expect these to expand over the winter semester and eventually grow into additional opportunities for fully virtual courses.

Improvement Plan Stakeholder Involvement

Introduction

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

Improvement Planning Process

Improvement Planning Process

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

The school improvement team is comprised of all members of each content area as well as department chair people. Others including students and parents will be asked to contribute as needed. Students that are members of Student Council and parents that volunteer from our parent meetings are selected.

The meetings are typically 2:30-3:30 on the second and fourth Tuesday of every month.

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

The improvement plan begins with the school improvement team and may include information from the Instructional Leadership Data Team at the district level. The SIT then presents the information to the entire staff and the components necessary to meet the goals of the building are addressed with each department in the building. Each department then determines what strategies and activities they will implement and collect data on throughout the coming school year. The staff then meets with administration regularly to review the data and goals for each individual teacher. Administration and Guidance will review students quarterly using Early Warning Indicators to identify students who need support and remediation.

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

The final improvement plan is shared with all stakeholders at various meetings and posted on our website for anyone to review. Stakeholders are encouraged to call or send emails if they have any questions or concerns regarding the improvement plan.

School Data Analysis

Introduction

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

Student Enrollment Data

How do student enrollment trends affect staffing?

Staffing is based on student enrollment. Class size is based on 35 students each section, where each teacher teaches 5 sections. If enrollment goes down, staff will be laid off or may face part time status if section counts are reduced.

How do student enrollment trends affect staff recruitment?

Staff may be recruited based on the number of students requesting certain courses. If enrollment goes down, there will not be a need to recruit staff.

How do student enrollment trends affect budget?

Each school budget is based on the FTE for each student. However, due to our Deficit Elimination Plan, we currently are utilized a zero-based budget and request for spending must be approved by the superintendent and business manager.

How do student enrollment trends affect resource allocations?

Each school budget is based on the FTE for each student. However, due to our Deficit Elimination Plan, we currently are utilized a zero-based budget and request for spending must be approved by the superintendent and business manager.

How do student enrollment trends affect facility planning and maintenance?

Each school budget is based on the FTE for each student. However, due to our Deficit Elimination Plan, we currently are utilized a zero-based budget and request for spending must be approved by the superintendent and business manager.

How do student enrollment trends affect parent/guardian involvement?

With the ninth grade now at Anderson High School, parent involvement has increased.

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

A correlation between student enrollment and professional learning and PR has not been identified.

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

The primary challenge remains funding. If we lose students, we lose money. If we lose students, we lose teachers, which reduces the courses that may be offered to our students.

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

The district is utilizing a zero-based budget and reconfigured grade levels as well as closed three buildings. Once the district is no longer in deficit we anticipate challenges be reduced.

What are the challenges you noticed based on student attendance?

When students are not here, they are not learning. When our students are not learning, they are not gaining the skills necessary to be successful at college or in their career. When students have not gained the necessary skills to be successful, they do not demonstrate proficiency on state mandated tests.

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

We offer attendance incentives. We also utilize our Educational Review Team so that students with attendance concerns will be quickly identified and support plans will be put in place. The state's Truancy Policy is also utilized by the school district.

Student Achievement Data for All Students

This area includes data questions.

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

Our students have the highest level of achievement in reading, writing, science and social studies.

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

Reading, writing, science and social studies are the areas that have had a positive trend on the MME, however all content areas have a positive trend on the ACT.

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

There are no state targets due to the ESEA waivers. State averages are currently not available at the report is being completed.

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

This data is not available from the state at this time.

What factors or causes contributed to improved student achievement?

The implementation of the Standardized Test Prep program, the implementation of the Synthesis Essay with all students in ELA courses completed each semester and we anticipate that the Wayne State Math Program utilizes strategies that foster a more learner-friendly way to sequence mathematical concepts as well as hold students to high expectations while ensuring a supportive and nurturing atmosphere.

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

Reading, writing, science and social studies improved on the MME and the ACT scores increased across all content areas and the unit tests in math primarily hover around 80% for every WSU class for every unit.

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

Math is the lowest areas of student achievement.

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

According to the 2014 MME, math decreased from 2013, however it improved on the ACT.

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

There are no longer any state targets due to the ESEA waiver. State averages are not currently available at the time this report is completed.

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

This data is not currently available from the state.

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

After crosswalking our curriculum with the Common Core State Standards, our curriculum has been realigned this year and we anticipate gains in student achievement in the area of math as the gaps in knowledge are being address.

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

Math is the only score on the MME that went down.

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

Since the CCSS was fully implemented this year, ELA, Science, and Social Studies will continue to integrate additional writing components both short and long research assignments. ELA will be focusing on having students synthesize multiple readings and writing a synthesis essay. Socratic Circle Professional Development will be provided for science, ELA, and social studies next year. Implementing the Common Core math curriculum k-8 with fidelity is critical.

Subgroup Student Achievement

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

Response:

- African American or Black
- White
- Economically Disadvantaged
- Students with Disabilities

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

Response:

- African American or Black
- Economically Disadvantaged
- Students with Disabilities

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

The achievement gaps are closing for economically disadvantaged students are reading, writing, science and social studies. African American achievement gap is closing in reading and writing. Special Needs students' gap is closing in reading, writing, and social studies.

How do you know the achievement gap is closing?*

The difference between MME scores for all students and special needs, African American, economically disadvantaged students is getting smaller from year to year.

What other data support the findings?

MME data is the only data we have at this time that identifies the demographic data, as the ACT has not provided the demographic data at this time.

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

We are focusing on a positive school culture that provides a supportive and welcoming environment. We are holding all students to high expectations. Tardy sweeps have allowed teachers to maximize the instructional time in the classroom. A standardized test prep program is in place. PLAN/ACT tests are taken at grades 9 and 10.

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

There are teacher, administrator, and student perceptions survey results indicating these factors have had a positive impact on student achievement.

What actions could be taken to continue this positive trend?

All staff took part in a book study on *Creating a Culture of Achievement in Your School and Classroom* by Fisher, Frey and Pumpian. The concepts in this book will continue to be embedded in all PD and staff meeting time in the upcoming school year. Standardized Test Prep programs and targeted review are utilized in all core areas.

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

Response:

- None

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

Response:

- None

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

Special Education students have the largest achievement gap in all content areas, however this subgroup did improve in all areas this year in all content areas.

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

The subgroup MME scores improved in each area this year.

What other data support the findings?*

All students improved in every area on the ACT.

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

It is difficult to determine if it could be due to the increasing rigor of curriculum, lack of motivation on the students part, or reduced

opportunities to meet with students to monitor progress.

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

I do not.

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

Provide time built into the day to meet with their caseload manager. Provide general education and special education staff with co-teaching training.

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

We have less than 10 ELL students so data is not provided.

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

SWD are not excluded from any program we offer at AHS.

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

We use the At-Risk Qualifiers worksheet to identify students for 31a services.

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

All students have the opportunity for after school tutoring.

| Label | Question | Value |
|-------|--|-------|
| | What percentages of students participate in Extended Learning Opportunities, either for additional support or increased challenge? | 43.0 |

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

Extended learning opportunities are on the Marquee, student announcements, scrolling announcements, social media, and parent all-call messages.

| Label | Question | Value |
|-------|---|-------|
| | What is the total FTE count of teachers in your school? | 60.0 |

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

| Label | Question | Value |
|-------|---|-------|
| | How many teachers have been teaching 4-8 years? | 7.0 |

| Label | Question | Value |
|-------|--|-------|
| | How many teachers have been teaching 9-15 years? | 31.0 |

| Label | Question | Value |
|-------|---|-------|
| | How many teachers have been teaching >15 years? | 14.0 |

What impact might this data have on student achievement?

The majority of our staff are seasoned teachers and utilize a variety of instructional strategies.

| Label | Question | Value |
|-------|---|--------|
| | Indicate the total number of days for teacher absences due to professional learning or professional meetings. | 249.75 |

| Label | Question | Value |
|-------|--|--------|
| | Indicate the total number of days for teacher absences due to illness. | 239.25 |

What impact might this data have on student achievement?

The number of times substitute teachers are teaching is not what is best for students.

Perception Data - Students

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

Students feel that they have an opportunity to participate in clubs and sports that are offered to them.

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

Students feel that teachers give them extra help when needed.

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

That substance abuse is not a problem at the school.

Students see relationship between what they are studying and their everyday lives.

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

That the school is preparing students to deal with issues and problems that they will face in the future.

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

The legalization of medical marijuana has increased the availability and acceptance of recreational drugs.

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

An At-Risk Counseling position is being added for the 2014-2015 school year.

Relevance will be addressed by the Engaging Lesson Strategy of the School Improvement Plan.

Perception Data – Parents/Guardians

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

Our school uses technology to provide parents with information about our school.

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

Our school provides sufficient opportunities for parent involvement.

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

Class sizes at our school are appropriate for effective learning.

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

Substance abuse is not a problems at out school.

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

In accordance with our Deficit Elimination Plan, teaching staff has been reduced. Since the enrollment at Anderson High School has not drastically dropped, this results in increased class sizes.

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

Increased and improved implementation of engaging lessons and higher order discussion and questioning techniques should increase the effectiveness of learning, no matter the class size.

Perception Data – Teachers/Staff

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

Teachers are willing to give students individual help outside of class time.

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

Our students' family members feel welcome in our school.

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

Class sizes at our school are appropriate for effective learning.

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

Substance abuse is not a problem at our school.

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

In accordance with our Deficit Elimination Plan, teaching staff has been reduced. Since the enrollment at Anderson High School has not drastically dropped, this results in increased class sizes.

Other

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

MiPHY data will be reviewed by the Educational Review Team (counselors, administrators and special education teachers), in conjunction with the Health Advisory Team to determine areas of focus in the health curriculum and in the school, as a whole.

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

Data and research drive the decisions that are made about curriculum, instruction and assessment. Stakeholders via the School Improvement Team and department meetings are involved in the process.

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

This is what we have been working on throughout the 2013-2014 school and we will pick up where we left of in 14-15.

In each content area:

1. Highlight the progressions of the standards over the secondary grade levels.
2. Curriculum maps, pacing guides, unit plans, and assessments are shared with all staff.
3. Lesson plans are available with Learning Targets including HSCEs and Common Core State Standards.

School Additional Requirements Diagnostic

Introduction

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

School Additional Requirements Diagnostic

| Label | Assurance | Response | Comment | Attachment |
|-------|--|----------|---|------------|
| | Literacy and math are tested annually in grades 1-5. | No | This building contains students in grades 9-12. | |

| Label | Assurance | Response | Comment | Attachment |
|-------|---|----------|--|------------|
| | Our school published a fully compliant annual report. (The Annual Education Report (AER) satisfies this). If yes, please provide a link to the report in the box below. | Yes | The annual report for Anderson High School can be found at http://www.southgateschools.com/userfiles/admin/ar/AER_SAHHS_13.pdf . | |

| Label | Assurance | Response | Comment | Attachment |
|-------|--|----------|------------------------------|------------|
| | Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file. | No | This is 9-12 grade building. | |

| Label | Assurance | Response | Comment | Attachment |
|-------|--|----------|---|------------|
| | Our school reviews and annually updates the EDPs to ensure academic course work alignment. | Yes | Career Cruising is utilized annually with each grade level. | |

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

| Label | Assurance | Response | Comment | Attachment |
|-------|--|----------|------------------------------------|------------|
| | The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field. | Yes | Ms. Leslie Hainrihar, 734-246-4600 | |

School Improvement Plan

Southgate Anderson High School

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

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

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

Thomas J. Anderson High School 2014-2017

Overview

Plan Name

Thomas J. Anderson High School 2014-2017

Plan Description

Goals Summary

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

| # | Goal Name | Goal Details | Goal Type | Total Funding |
|---|---|---|----------------|---------------|
| 1 | All students at Anderson High School will be proficient in literacy. | Objectives: 4 Strategies: 8 Activities: 9 | Academic | \$0 |
| 2 | All students at Anderson High School will be proficient in mathematics. | Objectives: 1 Strategies: 1 Activities: 2 | Academic | \$150000 |
| 3 | All staff will work to improve the culture and climate of Anderson High School. | Objectives: 1 Strategies: 3 Activities: 7 | Organizational | \$900 |

Goal 1: All students at Anderson High School will be proficient in literacy.

Measurable Objective 1:

100% of All Students will demonstrate a proficiency in literacy in Science by 06/15/2017 as measured by MME Science and ACT Science assessments.

Strategy 1:

Drop Everything and Lab D.E.A.L. - All students in all biology, chemistry, physics, and environmental science classes will learn, carry out and be evaluated on a common laboratory experiment. The experimentation and evaluation will take place over the course of 3-5 days. The students will be evaluated on their science skills, lab report writing, and their ability to transfer their knowledge and skills to sample ACT passages.

Research Cited: Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement / by Ceri B. Dean, Elizabeth Ross Hubbell, Howard Pitler, Bj Stone

Tier:

| Activity - DEAL Lab Creation | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|---------------|------|-------|------------|------------|-------------------|---------------------|---------------------------------|
| Create one DEAL lab for each semester. | Getting Ready | | | 09/02/2014 | 06/15/2017 | \$0 | No Funding Required | Science Department Chairperson. |

| Activity - DEAL Implementation | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|----------------|------|-------|------------|------------|-------------------|---------------------|-----------------------|
| All students in all biology, chemistry, and physics classes will learn, carry out and be evaluated on a common laboratory experiment. The experimentation and evaluation will take place over the course of 3-5 days. The students will be evaluated on their science skills, lab report writing, and their ability to transfer their knowledge and skills to sample ACT passages. | Implementation | | | 09/02/2014 | 06/15/2017 | \$0 | No Funding Required | All science teachers. |

Measurable Objective 2:

100% of All Students will demonstrate a proficiency in literacy in English Language Arts by 06/15/2017 as measured by the MME Reading.

Strategy 1:

Socratic Circles - The basic procedure for a Socratic Circle is as follows...

1. On the day before a Socratic Circle, the teacher hands out a short passage of text.
2. That night at home, students spend time reading, analyzing, and taking notes on the text.
3. During class the next day, students are randomly divided into two concentric circles: an inner circle and an outer circle.
4. The students in the inner circle read the passage aloud and then engage in a discussion of the text for approximately ten minutes, while students in the outer circle

School Improvement Plan

Southgate Anderson High School

silently observe the behavior and performance of the inner circle.

5. After this discussion of the text, the outer circle assess the inner circle's performance and gives ten minutes of feedback for the inner circle.
6. Students in the inner and outer circles now exchange roles and positions.
7. The new inner circle holds a ten-minute discussion and then receives ten minutes of feedback from the new outer circle.

The teacher's role in the Socratic Circle process is...

1. To select the text for discussion
2. To keep the discussion of the inner circle focused and moving
3. To direct the feedback of the outer circle
4. To assess and evaluate the individual student and group performances

Research Cited: Socratic Circles: Fostering Critical and Creative Thinking in Middle and High School / by Matt Copeland

Tier:

| Activity - Socratic Circle Collaboration | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|-----------------------|------|-------|------------|------------|-------------------|---------------------|-------------------|
| ELA teachers will work collaboratively to increase the frequency to twice per semester and improve the quality of Socratic Circles in ELA courses. | Professional Learning | | | 09/02/2014 | 06/15/2017 | \$0 | No Funding Required | All ELA teachers. |

Strategy 2:

Summarization - The basic procedure for summarization is to use summary frames. A summary frame is a series of questions that the teacher provides to the students based on what the student is reading. These questions are to highlight the critical elements for specific types of information.

Research Cited: Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement / by Ceri B. Dean, Elizabeth Ross Hubbell, Howard Pitler, Bj Stone

Tier:

| Activity - Summarization Assessments | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|----------------|------|-------|------------|------------|-------------------|---------------------|-------------------|
| Teachers will give students multiple assessments, both formative and summative, to show proficiency in summarization. | Implementation | | | 09/02/2014 | 06/15/2017 | \$0 | No Funding Required | All ELA teachers. |

Strategy 3:

KeyTrain - To help prepare students for the WorkKeys test, a software package called KeyTrain is used. Keytrain is used mainly for career readiness, focuses on two main items: 1) Reading for Information and also 2) being able to locate information in the readings. Keytrain engages students in decision-making tasks, problem-solving tasks and experimental tasks and investigation tasks.

Research Cited: Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement / by Ceri B. Dean, Elizabeth Ross Hubbell, Howard
SY 2014-2015

School Improvement Plan

Southgate Anderson High School

Pitler, Bj Stone

Tier:

| Activity - Use KeyTrain Software | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|----------------|------|-------|------------|------------|-------------------|---------------------|-------------------|
| CTE classes will utilize KeyTrain Software with CTE students approximately ten times per year. | Implementation | | | 09/03/2014 | 06/15/2017 | \$0 | No Funding Required | All CTE Teachers. |

Strategy 4:

Content Specific Vocabulary Instruction - All foreign language, health, and art teachers will employ at least one research based strategy of literacy instruction. These strategies could include employing common vocabulary, four-square vocabulary instruction, and non-linguistic representation for students.

Research Cited: Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement / by Ceri B. Dean, Elizabeth Ross Hubbell, Howard Pitler, Bj Stone

Tier:

| Activity - Use of Vocabulary Strategy | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---------------------------------------|----------------|------|-------|------------|------------|-------------------|---------------------|--|
| Regular content specific vocabulary | Implementation | | | 09/02/2014 | 06/15/2017 | \$0 | No Funding Required | All foreign language, health and art teachers. |

Measurable Objective 3:

100% of All Students will demonstrate a proficiency in literacy in Social Studies by 06/15/2017 as measured by the MME Social Studies assessment.

Strategy 1:

Level 1, 2, 3 Questions - Leveled questions develop the ability to identify, and then answer, a wide arrange of reading, graphing/chart questions. Level 1 questions are the “plug and chug” questions which are answered directly within the graph/chart/or reading provided. Level 2 questions require students to analyze and draw conclusions based on multiple data sources provided. Level 3 questions require students to analyze data and then synthesize/link the information with concepts presented in the unit being taught. Leveled questions will be integrated in social studies core curriculum and will be consistently be employed in class work, section quizzes, and unit tests.

Research Cited: Rothstein, D. & Santana, L. (2012). Make just one change: Teach students to ask their own questions. Cambridge, MA: Harvard Education Press. The authors describe the power of students discovering how coming up with own questions will guide their own learning. Teaching students to ask their own questions will become more motivated, self-directed learners.

Tier:

School Improvement Plan

Southgate Anderson High School

| Activity - Level 1, 2, 3 Question Implementation | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|----------------|------|-------|------------|------------|-------------------|---------------------|------------------------------|
| Use Level 1, 2, 3 questions in assignments and assessments. | Implementation | | | 09/02/2014 | 06/15/2017 | \$0 | No Funding Required | All social studies teachers. |

Strategy 2:

Constructed Response Essays - The constructed response essay (CRE) develops and builds upon basic writing techniques such as creating strong thesis sentences as well as supporting the argument with data provided in graphs, charts, and readings. Further, all students are pushed to synthesize the data with historical events to help evaluate / predict outcomes. All sophomore students will write a least two practice CRE's during United States History I and II. Also, an essay will be part of the exit exam in both classes.

Research Cited: The College Board

www.collegeboard.com/inquiry/cbpermit.html

Tier:

| Activity - Constructed Response Essay Instruction | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------|------|-------|------------|------------|-------------------|---------------------|------------------------------|
| Teach students how to write a constructed response essay. | Direct Instruction | | | 09/02/2014 | 06/15/2017 | \$0 | No Funding Required | All social studies teachers. |

Measurable Objective 4:

100% of All Students will demonstrate a proficiency on the MME Writing in English Language Arts by 06/15/2017 as measured by MME Writing.

Strategy 1:

Synthesis Essay - Teachers will instruct students how to write a synthesis essay. The synthesis question asks students to synthesize information from a variety of sources to inform their own discussion of a topic. This question requires students to integrate a variety of sources into a coherent, well-written essay. Students will refer to the sources to support their position; avoiding mere paraphrase or summary. The argument should be central; the sources should support this argument. Students will attribute both direct and indirect citations.

Research Cited: The College Board

www.collegeboard.com

Tier:

| Activity - Synthesis Essay Writing | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------|------|-------|------------|------------|-------------------|---------------------|-------------------|
| Freshmen will synthesize two pieces of material, sophomores will synthesize three pieces of material, juniors will synthesize four pieces of material and seniors will synthesize five pieces of material. Synthesis essays will be written once per semester. | Direct Instruction | | | 09/02/2014 | 06/15/2017 | \$0 | No Funding Required | ELA Dept. |

Goal 2: All students at Anderson High School will be proficient in mathematics.

Measurable Objective 1:

100% of All Students will demonstrate a proficiency on the MME Assessment in Mathematics by 06/15/2017 as measured by MME Math and ACT Math scores.

Strategy 1:

WSU Math - The WSU math program is the product of 20 years of work and research done by Steven M. Khan (PhD), Professor at WSU and head of the Center for Excellence and Equity in Mathematics. He has created a flow and logic to when and what is taught in mathematics that makes sense and has long term benefits. All secondary math teachers have been or will be trained in this program. According to the Center for Excellence and Equity in Mathematics website, "This program is a research project designed to reinvent middle and high school mathematics. The program has two goals: to provide students with the mathematical foundations needed to succeed in high school and college, while introducing them to the kinds of habits of mind and mathematical thinking that will serve them well in any academic endeavor, and to establish a culture of excellence among the students - promoting the values of hard work, responsibility, and community."

Research Cited: <http://clasweb.clas.wayne.edu/ceem/In-SchoolPrograms>

Tier:

| Activity - WSU Math Training | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|-----------------------|------|-------|------------|------------|-------------------|---------------------|-------------------------|
| Train all math teachers who have not previously been trained in all courses of the Wayne State Math Program. | Professional Learning | | | 09/02/2014 | 06/15/2017 | \$150000 | Section 31a | All Math Teachers |
| Activity - WSU Math Implementation | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Use Wayne State Math methods of instruction in all core math courses. | Implementation | | | 09/02/2014 | 06/01/2017 | \$0 | No Funding Required | All core math teachers. |

Goal 3: All staff will work to improve the culture and climate of Anderson High School.

Measurable Objective 1:

collaborate to create welcoming and supportive culture of achievement by 06/15/2017 as measured by student demographic data, achievement data, perception surveys, and parent involvement data..

Strategy 1:

Link Crew Transition Program - Link Crew is a community building building program linking freshman with successful upperclassmen. While creating a sense of comfort for the incoming students, the Link Crew concept also addresses the attitudes of upperclassmen toward freshmen, and respect for freshmen becomes the norm.

School Improvement Plan

Southgate Anderson High School

Objectives of Link Crew:

1. Empower juniors and seniors as role models for freshmen
2. increase academic success through support of peers
3. develop leadership skills in students at AHS
4. allow successful older students to pass on positive traditions to younger students
5. expose students to a variety of individuals at AHS in positive situations
6. teach students that by working together they can be successful and enjoy one another
7. help create a supportive and positive atmosphere at AHS

How the Link Crew Supports Freshmen

1. A written invitation to orientation
2. Link teams: freshmen are divided into groups of 8-10 and assigned a Link Leader
3. Link phone call from Leaders to freshmen to extend a personal invitation to orientation
4. Link orientation: run by Link Leaders
5. Link Alerts: a special form filled out by a teacher who sees a freshmen needing help or encouragement, routed to Link Leader who takes appropriate action, then reroutes back to the original teacher
6. Academic follow-ups: Lesson taught in all freshmen classes by Link Leaders
7. Social follow-ups: Link Crew sponsors social events at AHS

Research Cited: Fisher, D., Frey, N., & Pumpian, I. (2012). How to create a culture of achievement in your school and classroom.

Gideon, B. H. (2004, March). Creating a safety net: Successful ninth-grade transition can be achieved with a program that weaves together multiple supports. *Principal Leadership*, 65–66.

Tier:

| Activity - Link Orientation | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---------------------------------|------|-------|------------|------------|-------------------|-------------------|-------------------|
| Orientation for Freshmen Crews is run in separate classrooms by the Link Leaders the week before school begins each year. The focus of activities is a) getting to know other students and b) learning strategies to be successful at school. | Career Preparation /Orientation | | | 09/02/2014 | 06/15/2017 | \$500 | Other | Link Crew Mentors |

School Improvement Plan

Southgate Anderson High School

| Activity - Academic Follow-ups | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------------|------|-------|------------|------------|-------------------|-------------------|-------------------|
| Cookies and Cram at the end of each semester. | Academic Support Program | | | 09/02/2014 | 06/15/2017 | \$200 | Other | Link Crew Mentors |

| Activity - Social Follow-Ups | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|----------------------------|------|-------|------------|------------|-------------------|-------------------|-------------------|
| Link Crew sponsors social events at AHS to help freshmen and Link Leaders stay connected | Behavioral Support Program | | | 09/02/2014 | 06/01/2017 | \$200 | Other | Link Crew Mentors |

Strategy 2:

Engaging Lessons - Classroom teachers will utilize strategies to elevate student engagement to assist students in becoming proficient in all content areas. Strategies include: Novelty, Affiliation, Affirmation, Authenticity, Choice and Product. Teachers will be responsive to student differences, adjusting teaching and learning methods to accommodate each child's learning needs and preferences in order to maximize learning. Teachers will move towards intentionally planning for and requiring all students to actively participate and become cognitively engaged in each lesson. Classroom teachers will focus on using a description of what the student is going to learn and regularly communicating to students in developmentally appropriate language that all students can easily understand.

Research Cited: Total Participation Techniques: Making Every Student an Active Learner by Persida and William Himmele

Tier:

| Activity - Modeling Engaging Lessons | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|-----------------------|------|-----------|------------|------------|-------------------|---------------------|-------------------|
| Examples of engaging lessons will be modeled during professional development. | Professional Learning | | Implement | 09/02/2014 | 06/15/2017 | \$0 | No Funding Required | Administration |

| Activity - Incorporation of Engaging Activities | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|----------------|------|-----------|------------|------------|-------------------|---------------------|-------------------|
| Teachers will plan for and note engaging activities in daily lesson plans. | Implementation | | Implement | 09/02/2014 | 06/15/2017 | \$0 | No Funding Required | All teachers. |

Strategy 3:

Higher Order Thinking Skills - All teachers will focus on Application, Analysis, Synthesis, and Evaluation. Teachers will implement units of study that allow students to use higher order thinking skills to meet the demands of the Common Core State Standards.

Research Cited: Taxonomy of Educational Objectives: The Classification of Educational Goals by Benjamin Bloom

Tier:

School Improvement Plan

Southgate Anderson High School

| Activity - High Level Questioning and Discussion Techniques | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|-----------------------|------|-----------|------------|------------|-------------------|---------------------|----------------------------------|
| High level questioning and discussion techniques will be modeled during professional development. | Professional Learning | | Implement | 09/02/2014 | 06/15/2017 | \$0 | No Funding Required | Administration |
| Activity - Incorporation of Higher Level Discussion and Questioning Techniques | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Teachers will plan for and incorporate higher level discussion and questioning techniques in daily lessons. It will be observed and documented during data walks and observations. | Implementation | | Implement | 09/02/2014 | 06/15/2017 | \$0 | No Funding Required | All teachers and administrators. |

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Section 31a

| Activity Name | Activity Description | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Staff Responsible |
|-------------------|--|-----------------------|------|-------|------------|------------|-------------------|-------------------|
| WSU Math Training | Train all math teachers who have not previously been trained in all courses of the Wayne State Math Program. | Professional Learning | | | 09/02/2014 | 06/15/2017 | \$150000 | All Math Teachers |

No Funding Required

| Activity Name | Activity Description | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Staff Responsible |
|--------------------------------------|--|--------------------|------|-----------|------------|------------|-------------------|--|
| Incorporation of Engaging Activities | Teachers will plan for and note engaging activities in daily lesson plans. | Implementation | | Implement | 09/02/2014 | 06/15/2017 | \$0 | All teachers. |
| WSU Math Implementation | Use Wayne State Math methods of instruction in all core math courses. | Implementation | | | 09/02/2014 | 06/01/2017 | \$0 | All core math teachers. |
| Synthesis Essay Writing | Freshmen will synthesize two pieces of material, sophomores will synthesize three pieces of material, juniors will synthesize four pieces of material and seniors will synthesize five pieces of material. Synthesis essays will be written once per semester. | Direct Instruction | | | 09/02/2014 | 06/15/2017 | \$0 | ELA Dept. |
| DEAL Implementation | All students in all biology, chemistry, and physics classes will learn, carry out and be evaluated on a common laboratory experiment. The experimentation and evaluation will take place over the course of 3-5 days. The students will be evaluated on their science skills, lab report writing, and their ability to transfer their knowledge and skills to sample ACT passages. | Implementation | | | 09/02/2014 | 06/15/2017 | \$0 | All science teachers. |
| Use KeyTrain Software | CTE classes will utilize KeyTrain Software with CTE students approximately ten times per year. | Implementation | | | 09/03/2014 | 06/15/2017 | \$0 | All CTE Teachers. |
| Use of Vocabulary Strategy | Regular content specific vocabulary | Implementation | | | 09/02/2014 | 06/15/2017 | \$0 | All foreign language, health and art teachers. |

School Improvement Plan

Southgate Anderson High School

| | | | | | | | | |
|---|--|-----------------------|--|-----------|------------|------------|-----|----------------------------------|
| Socratic Circle Collaboration | ELA teachers will work collaboratively to increase the frequency to twice per semester and improve the quality of Socratic Circles in ELA courses. | Professional Learning | | | 09/02/2014 | 06/15/2017 | \$0 | All ELA teachers. |
| High Level Questioning and Discussion Techniques | High level questioning and discussion techniques will be modeled during professional development. | Professional Learning | | Implement | 09/02/2014 | 06/15/2017 | \$0 | Administration |
| Incorporation of Higher Level Discussion and Questioning Techniques | Teachers will plan for and incorporate higher level discussion and questioning techniques in daily lessons. It will be observed and documented during data walks and observations. | Implementation | | Implement | 09/02/2014 | 06/15/2017 | \$0 | All teachers and administrators. |
| Modeling Engaging Lessons | Examples of engaging lessons will be modeled during professional development. | Professional Learning | | Implement | 09/02/2014 | 06/15/2017 | \$0 | Administration |
| DEAL Lab Creation | Create one DEAL lab for each semester. | Getting Ready | | | 09/02/2014 | 06/15/2017 | \$0 | Science Department Chairperson. |
| Level 1, 2, 3 Question Implementation | Use Level 1, 2, 3 questions in assignments and assessments. | Implementation | | | 09/02/2014 | 06/15/2017 | \$0 | All social studies teachers. |
| Summarization Assessments | Teachers will give students multiple assessments, both formative and summative, to show proficiency in summarization. | Implementation | | | 09/02/2014 | 06/15/2017 | \$0 | All ELA teachers. |
| Constructed Response Essay Instruction | Teach students how to write a constructed response essay. | Direct Instruction | | | 09/02/2014 | 06/15/2017 | \$0 | All social studies teachers. |

Other

| Activity Name | Activity Description | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Staff Responsible |
|---------------------|---|---------------------------------|------|-------|------------|------------|-------------------|-------------------|
| Social Follow-Ups | Link Crew sponsors social events at AHS to help freshmen and Link Leaders stay connected | Behavioral Support Program | | | 09/02/2014 | 06/01/2017 | \$200 | Link Crew Mentors |
| Academic Follow-ups | Cookies and Cram at the end of each semester. | Academic Support Program | | | 09/02/2014 | 06/15/2017 | \$200 | Link Crew Mentors |
| Link Orientation | Orientation for Freshmen Crews is run in separate classrooms by the Link Leaders the week before school begins each year. The focus of activities is a) getting to know other students and b) learning strategies to be successful at school. | Career Preparation /Orientation | | | 09/02/2014 | 06/15/2017 | \$500 | Link Crew Mentors |