



# **School Improvement Plan**

**Asher School**

**Southgate Community School District**

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## **Introduction**

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

# **Executive Summary**

## **Introduction**

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

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

## **Description of the School**

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

in progress



## **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.**

Asher School's Mission Statement:

Asher is committed to preparing our unique and diverse student population to live and work successfully as self-directed, life-long learners in an ever-changing democratic and technological society.

Asher School's Vision Statement:

Education: The Key to the Future

Asher School's Beliefs Statement:

Everyone can learn.

Everyone has the right to learn.

Each individual is unique and has value.

Education is a shared responsibility of the total community.

Education enhances the quality of life.

Learning is life-long.

Learning occurs best in a safe environment.

Learning is the application of knowledge from many disciplines.

Responsible behavior creates positive results.

Students in the alternative high school at Asher school come from more than 22 surrounding school districts and have not been successful in the traditional high school setting. A small percentage of the students represent the Southgate Virtual Academy. This unique, 100% at-risk, population represents students who suffer from low basic skill achievement and/or socioeconomic issues that have become barriers to their education.

Asher School provides wrap around services to offset the barriers to education for the student population. Flexible scheduling, academic advisors and a full time social worker provide assistance to overcome issues with work and family schedules, academic programming, positive behavioral programming, counseling, housing and health services. The program offers federally funded free and reduced breakfast and lunch and SACE Cares and the Southgate Food Co-op supplies regular food bank services and fresh produce to needy students.

Finally, Asher School offers free, on-site, state licensed day care for students with children ranging from 2 ½ weeks to 5 years of age during school hours.

## **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.**

Given the nature of the student population at Asher School, data trends in the State required testing such as, the MEAP and the MME do not reflect a cohort of grade specific students. Data reflects more of a snapshot of the current population in a given semester. In reviewing the test data for Asher School, the reader needs to be aware that the data does not refer to a consistent cohort grouping of students and the small sampling of students tested reflect only those who are established as Full Academic Year (in attendance in the school or district for three count periods or three semesters)

Areas for improvement at Asher School focus on School Improvement Goals dedicated to improvement in math, reading, and writing.

## **Additional Information**

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

Asher School provides a variety of interventions to promote growth and student achievement within specific School Improvement Goals of Math, Reading, and Writing.

Some specific interventions include:

Semester based pre and post reading tests to evaluate improvement on the math goal.

Mandatory monthly reading lessons in all and every content area focusing on the math goal.

Citing reading improvement across the curriculum as a school improvement goal.

Integrating reading strategies and techniques into all classes across the curriculum.

Offering low level classes for elective credit that provide opportunities for reading intervention

Assignment of Downriver Literacy Council trained tutors to offer academic support in classes.

Professional Development Days dedicated to student achievement in writing provided by the Eastern Michigan University National Writing Project.

# **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 plan is completed by the building principal and the School Improvement Team, which is composed of department heads as well as volunteer teachers. The meetings occur when no school is in session. Roles are determined as needed. The administrative assistant (school secretary) aided the completion of the data portion. This is a dynamic document that will be updated and revised on an annual basis. In order to determine our goals, strategies, and action plans the team looked at many sources of data. This data included both state and locally developed assessments.

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

The representatives are:

Math, ELA, Social Studies, and Science Department Heads

Administrator

Academic Advisors

Volunteer Teachers

**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 communicated to all teachers during Professional Development, including two overviews per year. All teaching staff participate in perception and academic data used to formulate the 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 determined by the master schedule which is based upon student enrollment.

### **How do student enrollment trends affect staff recruitment?**

Student enrollment trends dictate needs to fulfill curriculum responsibilities and staff recruitment is based on need and student enrollment numbers.

### **How do student enrollment trends affect budget?**

Student enrollment trends affect the budget as the budget is dictated by the number of students who attend over the count period. Budget adjustments must be made based on funds available from the State Foundation Grant and other funding streams.

### **How do student enrollment trends affect resource allocations?**

Student enrollment trends are proportionate to resource allocations. Adjustments are made based on student enrollment numbers and funding that follows those numbers.

### **How do student enrollment trends affect facility planning and maintenance?**

Student enrollment would affect facility planning and maintenance by determining the usage of the annex building and flexible scheduling.

### **How do student enrollment trends affect parent/guardian involvement?**

In the Alternative Education Program few parents participate actively within the program. Data indicates that while 100% of the parents attend orientation interviews, roughly 10% consistently attend Parent/Teacher Conferences.

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

Student enrollment trends drive the focus of professional learning for best practices of instruction and retention. Student enrollment trends drive the focus of public relations. When the enrollment trend is high, we focus on continuing to share our message to our neighboring communities to affirm the need and success of our program. When student enrollment trends are down, we have to reinforce our public relations to ensure the community and stakeholders are aware of the services provided for alternative students at our center.

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

With declining student enrollment across the state, local school districts are more likely to keep students who may benefit from the unique programming provided through an alternative education program. Also, the influx of online schooling and their ability to afford large-scale advertising models presents a challenge for viable alternative education programs to compete.

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

We are taking a strong look at the resources we have available to promote our program to the public. We continue to provide a comprehensive brochure and newspaper advertising, and will this year begin a comprehensive website and social media campaign including Facebook and Twitter.

### **What are the challenges you noticed based on student attendance?**

Students in alternative education programming are 100% at-risk, generally off-track, and demonstrate major gaps in their education due to truancy. We focus on attendance by providing an attendance policy to guide students to become successful in both a school and a work model.

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

Professional development has included best practices for student achievement and retention strategies. Staff continuously focus on adjustments to student attendance policies.

## **Student Achievement Data for All Students**

This area includes data questions.

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

The highest levels of student achievement are seen in the Reading MME.

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

From 2010/11 - 2011/12, Mathematics show a positive trend in performance.

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

None.

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

The top 30% of our students continue to struggle meeting state proficiency standards.

### **What factors or causes contributed to improved student achievement?**

The first thing we do to contribute to improved student achievement is to create a sense of community with parents and students through the initial student interview, formative assessment, individualized academic advising for class selection and creation of an Educational Development Plan. In addition we have multiple support systems.

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

Our evidence includes both formative and summative assessment results that contribute to the specific goals in our school improvement plan. Other evidence includes graduation, honor society inductions, participation in sports, leadership organizations, and community-based volunteer projects.

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

The trend of the last few years indicates that math is the content area with the lowest student achievement.

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

According to the MME, Social Studies is showing a negative trend in achievement.

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

Based on our 100% at-risk population with major gaps in their education and attendance at multiple high schools, we are challenged by student achievement in all the content areas.

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

The apparent trend demonstrates that the bottom 30% of our student population are not proficient on any standardized assessment.

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

Our students are 100% at-risk with large gaps in their education. In addition, socioeconomic, environmental (homelessness), substance abuse and other negative factors contribute to our students and therefore student achievement.

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

Implications through formative assessments demonstrate that students have low scores in basic math and reading and major gaps in basic skills in both areas. During the initial parent/student interview, information regarding socioeconomic and environmental issues surface often related to poverty, homelessness, and substance abuse.

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

We utilize the goals, strategies, and activities in our School Improvement Plan to address all achievement challenges.

## Subgroup Student Achievement

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

**Response:**

- None

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

**Response:**

- None

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

We did not notice any achievement gap closing for any subgroup.

**How do you know the achievement gap is closing?\***

We did not see any achievement gap closing.

**What other data support the findings?**

We looked at ACT and MME data.

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

We could not detect any significant closures of the achievement gaps.

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

We did not notice any significant differences in student achievement.

**What actions could be taken to continue this positive trend?**

Although we did not notice any significant changes, we will continue to follow the Michigan Merit Curriculum, align to the Common Core, review assessment data from the state and local assessments to implement professional development and improve student achievement.

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

**Response:**

- Male
- Female

**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?\***

The difference between the 2012 results and the 2013 results is too minimal to consider.

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

The gap is not becoming greater.

**What other data support the findings?\***

We considered both ACT and MME results.

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

We did not notice a measurable change in any student achievement gap.

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

We did not notice a increase in any gaps.

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

We will continue to follow the Michigan Merit Curriculum as well as Common Core. We will continue to use both state and local assessments to drive instruction for both our students and our teaching staff.

## School Improvement Plan

Asher School

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

Our ELL subgroup is less than 30.

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

Our students with disabilities subgroup is less than 30.

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

All of our students are at risk school as we are an alternative education program.

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

We have intervention courses for low-performing students. We have an in-house literacy council that works as classroom support and one-on-one intervention. Staff tutor students both before and after class.

Label	Question	Value
	What percentages of students participate in Extended Learning Opportunities, either for additional support or increased challenge?	55.0

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

The school informs parents during the initial orientation interview. Students are informed by staff throughout the school year as they begin to struggle. Staff also refer individual students to academic advisors and the social worker throughout the year.

Label	Question	Value
	What is the total FTE count of teachers in your school?	16.31

Label	Question	Value
	How many teachers have been teaching 0-3 years?	12.0

Label	Question	Value
	How many teachers have been teaching 4-8 years?	11.0

## School Improvement Plan

Asher School

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Label	Question	Value
	How many teachers have been teaching 9-15 years?	7.0

Label	Question	Value
	How many teachers have been teaching >15 years?	3.0

### What impact might this data have on student achievement?

The blend of experience represented by our staff breakdown implies that through collaboration veteran teachers share experience and knowledge with newer staff who bring in new and innovative ideas and strategies providing a solid structure for programming and curriculum leading to student achievement.

Label	Question	Value
	Indicate the total number of days for teacher absences due to professional learning or professional meetings.	18.0

Label	Question	Value
	Indicate the total number of days for teacher absences due to illness.	205.0

### What impact might this data have on student achievement?

Anytime a teacher is absent, there is some disruption in the educational process. Staff are required to have rigorous, meaningful sub plans to cover content when absent to minimize the disruption. This year highly qualified staff were brought in to cover for the 2 long-term absences each semester and department heads mentored subs to guide instruction throughout the year.



## **Perception Data - Students**

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

The students were most satisfied with science and English.

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

There were very similar results.

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

Physical education and art instruction indicated the lowest levels of satisfaction.

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

The results were similar.

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

The perception of the PE and art classes typically trend low due to our physical plant.

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

We will involve students in brainstorming for possibilities to expand opportunities within the class. We will reach out to community partners to provide opportunities outside of the school building for all students.

## **Perception Data – Parents/Guardians**

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

Currently parents responded that their highest level of satisfaction was in the area of Language Arts and Mathematics.

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

In keeping with the culture of an alternative education setting - parent participation is limited and difficult at best. However, trend data from the limited sampling of parents continue to indicate parent satisfaction with the curriculum, as a whole, in the school and the variety of strategies used within the classroom by the teaching staff.

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

The parents indicated that they were least satisfied with technology and libraries.

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

The parent survey in 2010 indicated that only 73% of the parents strongly agreed or agreed that students had access to technology and libraries. In 2011, the parents indicated their dissatisfaction with both technology and libraries as well as with foreign language. In 2012, the parents' dissatisfaction declined with the technology and libraries.

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

The causes for the patterns are the lack of a physical library on grounds, and the current status of foreign language in the curriculum.

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

The actions we are taking include increasing our professional development in technology use. Because of the MMC curriculum requirement in foreign language, we are actively working to implement a valuable foreign language department.

## **Perception Data – Teachers/Staff**

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

All teachers participated in the survey and strongly agreed or agreed by 91.4% that the education provided by the school was of high quality. Teachers also rated at 95% the ability of teachers to provide instructional activities that involve students in their learning. Also, 91.5% of the teaching staff agreed or strongly agreed that the school was committed to continuous improvement and 91.4% agreed or strongly agreed that the school uses data and research to make informed decisions

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

The trends of increased teacher staff satisfaction center around a theme of improvement regarding the school's mission. Over a three year trend staff indicated from 88.6% to 91.5% agreed or strongly agreed that the school has a clear mission and goals that provide our staff with a common purpose and sense of direction. The implications are particularly positive as demonstrated by the increase of teacher participation in the survey overall. The survey demonstrated 100% participation this year compared to less than 50% in recent years.

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

One of the lowest areas of satisfaction is in regard to the technology. Also, the survey implies that the staff would like to have a library and professional development that particularly targets dealing with attitudes, relationships and challenges of the at-risk students.

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

No area specifically demonstrated a trend of decreasing satisfaction, if anything, there seemed to be improvement in most areas due to increased teacher participation in the survey. While staff continue to be concerned about a library and lack of technology, new hardware and software are available to all staff members. Finally, the survey was conducted prior to completion of the professional development cycle which included the topics that staff considered to be areas of need.

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

There are several possible causes to the patterns demonstrated in the survey. Union unrest and perceived strained relationships with administration and the district could have accounted for the lack of participation in the survey. This year 100% of the teachers participated. The concern over technology could continue to be based on the different comfort levels of staff with regard to technology integration. Finally, staff may have perceived that needs were not being met for supporting teachers with relationships, persistence and attitudes of the at risk students. The survey took place before the planned professional development session pertaining to the challenges of working with at-risk students.

## **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.)**

The MiPHY online survey is used to help develop curriculum for our courses in Personal Development, Health, and PE.

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

Administration, Department Heads, and teaching staff review achievement data and student progress to guide decisions in instruction and assessment. Please refer to Stakeholder Diagnostic for further information.

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

Agendas from Professional Development provided through Eastern Michigan University and minutes from department meetings demonstrate development of implementation of the Common Core Standards. Pacing charts from the English Department demonstrate the implementation of the Common Core Standards and Math Departments pacing charts are in progress and will be completed by summer 2013.

# **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	Asher serves 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		

Label	Assurance	Response	Comment	Attachment
	Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.	No	Asher serves students in grades 9-12.	

Label	Assurance	Response	Comment	Attachment
	Our school reviews and annually updates the EDPs to ensure academic course work alignment.	No	Asher serves students in grades 9-12.	

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	Superintendent William Grusecki. 14600 Dix Toledo Southgate, MI 48195 734-246-4600	

## School Improvement Plan

Asher 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	We do not currently have an official School-Parent Involvement Plan.	

Label	Assurance	Response	Comment	Attachment
	The institution has a School-Parent Compact. If yes, please attach the School-Parent Compact below.	No	We do not have an official School-Parent Compact.	

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



# **Mathematics - measurement**

## **Overview**

### **Plan Name**

Mathematics - measurement

### **Plan Description**

Students will become proficient in mathematics, more specifically in measurement.

## 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 Asher students will be proficient with mathematics.	Objectives: 1 Strategies: 1 Activities: 3	Academic	\$115000

## Goal 1: All Asher students will be proficient with mathematics.

### Measurable Objective 1:

50% of All Students will demonstrate a proficiency on NCA math post test scores in Mathematics by 06/12/2015 as measured by Statistical data collected through the math posts test results..

### Strategy 1:

Best Practices - Teachers will display extensive knowledge of the important concepts in math measurement and how these relate to one another and to other disciplines.

Research Cited: Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement and Classroom Management That Works: Research-Based Strategies for Every Teacher by Robert J. Marzano. Both these books contain the research on the best strategies for raising student achievement through quality classroom instruction. These books are guides for educators for K-12 students. The focus is on nine instructional strategies that will help to maximize student learning. These books also include guiding principles and classroom examples of model instructional practices for using the strategies.

Tier:

Activity - Math across the curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers in each discipline will prepare 1 math measurement lesson per month. The lessons are to relate to what is currently being taught in class.	Direct Instruction			09/16/2013	06/08/2015	\$0	No Funding Required	All classroom teachers will be required to turn in 1 lesson plan/month.

Activity - Using Data to Guide Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## School Improvement Plan

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<p>The NCA Pre- and Post-test data will determine effectiveness in each strand of mathematics measurement. The NCA data team will then make recommendations based upon success/failure in each of the strands.</p>	Evaluation			09/16/2013	06/08/2015	\$0	No Funding Required	NCA/SIP members. The members include: Director, Academic Advisors, all department chairpersons, and interested staff.
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Activity - Student Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>We are introducing E2020 to the Learning Center to provide individualized instruction for struggling math students. We have PLATO software incorporated into our fundamental math class. We have 2 coach classes to help struggling students - Algebra Coach and Geometry Coach. Getting Ready for Algebra 2 is a class designed to help students who have been somewhat successful in Algebra 1 prepare more fully for Algebra 2. We are introducing 2 in-house tutor nights for our virtual students.</p>	Academic Support Program			09/16/2013	06/08/2015	\$115000	Other	All math department members will be involved, as well as our tutor trainer chairperson and our Learning Center mentor.

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Math across the curriculum	Teachers in each discipline will prepare 1 math measurement lesson per month. The lessons are to relate to what is currently being taught in class.	Direct Instruction			09/16/2013	06/08/2015	\$0	All classroom teachers will be required to turn in 1 lesson plan/month.
Using Data to Guide Instruction	The NCA Pre- and Post-test data will determine effectiveness in each strand of mathematics measurement. The NCA data team will then make recommendations based upon success/failure in each of the strands.	Evaluation			09/16/2013	06/08/2015	\$0	NCA/SIP members. The members include: Director, Academic Advisors, all department chairpersons, and interested staff.

### Other

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

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Student Interventions	We are introducing E2020 to the Learning Center to provide individualized instruction for struggling math students. We have PLATO software incorporated into our fundamental math class. We have 2 coach classes to help struggling students - Algebra Coach and Geometry Coach. Getting Ready for Algebra 2 is a class designed to help students who have been somewhat successful in Algebra 1 prepare more fully for Algebra 2. We are introducing 2 in-house tutor nights for our virtual students.	Academic Support Program			09/16/2013	06/08/2015	\$115000	All math department members will be involved, as well as our tutor trainer chairperson and our Learning Center mentor.
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# **Reading Across the Curriculum**



## **Overview**

### **Plan Name**

Reading Across the Curriculum

### **Plan Description**

Students will become proficient in Reading, more specifically in summarizing, finding the main idea, and naming supporting details.

## 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 Asher students will be proficient in reading.	Objectives: 1 Strategies: 2 Activities: 3	Academic	\$3200

## Goal 1: All Asher students will be proficient in reading.

This plan includes progress notes which are at the very end of this document

### Measurable Objective 1:

50% of All Students will demonstrate a proficiency on NCA reading post test scores in Reading in English Language Arts by 06/08/2015 as measured by Statistical data collected through the reading posts test results..

### Strategy 1:

Best Practices - Teachers will display extensive knowledge of the important concepts in Reading in each discipline. Further, teachers will use specific strategies learned in previous Professional Development to assist our lower-level readers.

Research Cited: “Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement” and “Classroom Management That Works: Research-Based Strategies for Every Teacher” by Robert J. Marzano. Both these books contain the research on the best strategies for raising student achievement through quality classroom instruction. These books are guides for educators for K-12 students. The focus is on nine instructional strategies that will help to maximize student learning. These books also include guiding principles and classroom examples of model instructional practices for using the strategies.

Tier:

Activity - Reading Across the Curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers in each discipline will prepare 1 Reading lesson per month. The lessons are to relate to what is currently being taught in class.	Direct Instruction			09/16/2013	06/08/2015	\$0	No Funding Required	All classroom teachers will be required to turn in 1 lesson plan/month utilizing Reading.

### Strategy 2:

Differentiated Instruction - Teachers will focus on differentiating reading instruction in order to improve student achievement. Teachers will use strategies, such as flexible grouping, centers, and tiered assignments. Teachers may differentiate: through content, process, product, and learning environment. 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.

Research Cited: “The Differentiated Classroom: Responding to the Needs of All Learners” and “Leading & Managing a Differentiated Classroom” by Carol Ann Tomlinson. These books help teachers learn how to address student differences thoughtfully and proactively. The focus is on what it means for a teacher to effectively differentiate for students while staying responsive and focused on students. Carol helps teachers plan for differentiation with ease into classroom practice. This approach to teaching advocates for active planning for student differences in classrooms.

Tier:

## School Improvement Plan

Asher School

Activity - Using Data to Guide Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The NCA Pre- and Post-test data will determine effectiveness in reading, more specifically in summarizing, main ideas, and supporting ideas.	Evaluation			09/16/2013	06/08/2015	\$0	No Funding Required	NCA/SIP members. The members include: Director, Academic Advisors, all department chairpersons, and interested staff.
Activity - Reading Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will have 5 professional development days this year. Two days will focus on teaching At Risk youth; presenters are professors from EMU who specialize in At Risk youth learning strategies. Three days will be focused upon Reading and Writing; the presenter is aligned with the National Writing Project.	Professional Learning			09/13/2013	05/23/2014	\$3200	Other	All teachers and academic advisors, as well as our school's social worker attend all professional development days.

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Using Data to Guide Instruction	The NCA Pre- and Post-test data will determine effectiveness in reading, more specifically in summarizing, main ideas, and supporting ideas.	Evaluation			09/16/2013	06/08/2015	\$0	NCA/SIP members. The members include: Director, Academic Advisors, all department chairpersons, and interested staff.
Reading Across the Curriculum	Teachers in each discipline will prepare 1 Reading lesson per month. The lessons are to relate to what is currently being taught in class.	Direct Instruction			09/16/2013	06/08/2015	\$0	All classroom teachers will be required to turn in 1 lesson plan/month utilizing Reading.

### Other

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

Asher School

Reading Instruction	Teachers will have 5 professional development days this year. Two days will focus on teaching At Risk youth; presenters are professors from EMU who specialize in At Risk youth learning strategies. Three days will be focused upon Reading and Writing; the presenter is aligned with the National Writing Project.	Professional Learning			09/13/2013	05/23/2014	\$3200	All teachers and academic advisors, as well as our school's social worker attend all professional development days.
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## Progress Notes

Type	Name	Status	Comments	Created On	Created By
Goal	All Asher students will be proficient in reading.		In 2014-2015, NCA Reading Tests will be at a 9th-10th grade level rather than a 7th-8th grade level.	May 29, 2014	Ms. Judith A Cock

# **Writing Across the Curriculum**



## **Overview**

### **Plan Name**

Writing Across the Curriculum

### **Plan Description**

Asher students will spend more time writing in their classes in an effort to make them better writers.

## 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 Asher students will be proficient in writing.	Objectives: 1 Strategies: 1 Activities: 3	Academic	\$3200

## Goal 1: All Asher students will be proficient in writing.

This plan includes progress notes which are at the very end of this document

### Measurable Objective 1:

50% of All Students will demonstrate a proficiency on post NCA writing samples in English Language Arts by 06/08/2015 as measured by statistical data collected through the post writing scores..

### Strategy 1:

Differentiated Instruction - Teachers will use differentiated instruction strategies learned from previous and future professional development provided by EMU's National Writing Project.

Research Cited: "Handbook of Writing Research" by Ruie J. Pritchard and Ronald L. Honeycut. The handbook reviews theory and research on the writing process model, as well as research concerning the National Writing Project's influence on teacher professional development and on advancing the pedagogical principles associated with the writing process.

Tier:

Activity - Writing Across the Curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will have students write frequently across the curriculum. Teachers will submit pre- and post- writing samples for evaluation.	Direct Instruction			09/16/2013	06/08/2015	\$0	No Funding Required	All teaching staff will be required to submit pre- and post-writing samples.

Activity - Teaching Writing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers have 5 professional development days per year. Three days the teachers will have a speaker from EMU's National Writing Project and 2 days they will have presenters from EMU who specialize in At Risk students.	Professional Learning			09/13/2013	04/25/2014	\$3200	Other	All teachers and academic advisors, as well as the social worker attend professional development days.

## School Improvement Plan

Asher School

Activity - Writing evaluation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Four Asher teachers will evaluate student writing at the beginning of the semester and again at the end of the semester.	Evaluation			10/07/2013	06/26/2015	\$0	No Funding Required	Four teachers who were trained by EMU's National Writing Project to assess student writing.

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Writing Across the Curriculum	Teachers will have students write frequently across the curriculum. Teachers will submit pre- and post- writing samples for evaluation.	Direct Instruction			09/16/2013	06/08/2015	\$0	All teaching staff will be required to submit pre- and post-writing samples.
Writing evaluation	Four Asher teachers will evaluate student writing at the beginning of the semester and again at the end of the semester.	Evaluation			10/07/2013	06/26/2015	\$0	Four teachers who were trained by EMU's National Writing Project to assess student writing.

### Other

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Teaching Writing	Teachers have 5 professional development days per year. Three days the teachers will have a speaker from EMU's National Writing Project and 2 days they will have presenters from EMU who specialize in At Risk students.	Professional Learning			09/13/2013	04/25/2014	\$3200	All teachers and academic advisors, as well as the social worker attend professional development days.

## Progress Notes

Type	Name	Status	Comments	Created On	Created By
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