



# **School Improvement Plan**

Grass Lake High School

Grass Lake Community Schools

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# TABLE OF CONTENTS

Introduction.....	1
<b>Executive Summary</b>	
Introduction.....	3
Description of the School.....	4
School's Purpose.....	5
Notable Achievements and Areas of Improvement.....	6
Additional Information .....	7
<b>Improvement Plan Stakeholder Involvement</b>	
Introduction.....	9
Improvement Planning Process.....	10
<b>School Data Analysis</b>	
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

**2013/2014 Part 2**

Overview ..... 30

Goals Summary ..... 31

Goal 1: All students at Grass Lake High School will become proficient in mathematics..... 32

Goal 2: All students at Grass Lake High School will become proficient in science..... 33

Goal 3: All students at Grass Lake High School will become proficient in social studies. .... 34

Goal 4: All students at Grass Lake High School will become proficient writers..... 36

Goal 5: All students at Grass Lake High School will becom proficient in reading. .... 37

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. <br><br> 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?**

Grass Lake High School has a size of approximately 400 students. It is located in the southern middle part of the state and has experienced little growth or decline in the past three years. The majority of the community is white(non-hispanic) with little diversity. The staff mirrors this description. The largest challenge facing the school is providing a variety of learning opportunities for our students with a limited staff and budget.

## **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.**

Our Vision: Individual excellence inspired by tradition and innovation

Our Mission: The mission of Grass Lake Community Schools is to provide a quality learning environment which will empower all students to meet their individual needs, discover their potential, and gain essential skills that will enable them to become responsible contributing citizens of our world.

## **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.**

Increased ACT scores over the past three year. Continued growth of our musical and fine arts programs. Increased number of students enrolled in AP and Dual Enrollement classes.

The school wants to see a continued increase in ACT scores. The continued diversification of our learning opportunities for our students including the increase in AP and Dual Enrollment opportunities.

## **Additional Information**

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

Grass Lake Community Schools is a safe, friendly learning environment that promotes an individualized approach to learning.

# **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 Jackson ISD run data retreats to create, review, and modify school improvement plans. The plans are reviewed annually by the stakeholders and adjustments are made. The members were selected based on their expertise in subject area and willingness to participate. Regular school improvement reviews are held at mandatory after school staff meetings.

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

Teachers and administrators develop and implement the school improvement plans. The plans are monitored by external stakeholders. These external stakeholders are primarily made up of retired educators.

**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 school improvement plan is communicated to all stakeholders on an annual basis and review quarterly for results.

# 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?**

Currently our enrollment has been steady, but staff cuts have been made due to limited funding.

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

Due to a consistent enrollment number limited recruitment has taken place. Hiring only takes place if staff retires and even then attempts are made not to replace staff.

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

Current enrollement projections remain constent so hopefully the budget will remain constent. But in previous years the state has cut the per pupil allowance so our budget has declined.

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

Enrollment trends have been consistent but resource allocations have been cut due to the lack of funding from the state.

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

In previous years we have seen an increase in enrollment at the high school level which created a need to increase the compacity of the building. A construction project took place during the 2011/2012 school year but this did not lead to an increase in maintenance staff.

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

Our parent involvement has been consistent over the past school year.

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

Professional learning and/or public relations have remained constent during the previous school year. In the past several years Grass Lake High School/District has made it a priority to get more business partnerships developed. This has lead to an increase in support and student scholarships.

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

Enrollment at the high should decline slightly over the next several school years due to smaller classes coming from the middle school. This could help in managing class sizes, unless it leads to staff reductions.

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

A yearly enrollment review will take place and

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

The attendance rate at Grass Lake High School is good. Those students that do have attendance issues usually struggle academically due to missed classroom instruction.

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

Parental contact is key to eliminating student attendance issues. Educational planning and attendance discussion with the students, by our counselor, who are experiencing difficulty getting to school on a regular basis.

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

This area includes data questions.

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

Traditional reading and writing have the highest ACT, MME and College Readiness marks.

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

Science, Reading, Writing, and Social Studies exhibit 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?**

We continue to see the top 30% performing at higher levels each academic year.

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

Increase offerings in AP classes and dual enrollment.

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

ACT scores continue to increase in Science, Reading, and Writing.

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

During this past school year Math demonstrated no growth on the ACT but substantial growth on the MME. Writing and Readings had increased ACT scores but lower MME scores.

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

None, the trend over the last six years shows a positive trend in achievement for all subject areas.

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

All

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

The bottom 30% has seen some growth during the past six years of testing.

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

Student achievement has not been on the decline at Grass Lake High School. But, factors such as student attendance and issues outside the school building affect student achievement.

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

If you do a data review of student attendance and student achievement it is evident that students that have consistent attendance issues generally perform at a lower level.

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

Increased communication with parents, and providing opportunities for all students to become connected with the education process.

## **Subgroup Student Achievement**

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

**Response:**

- Female

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

**Response:**

- Male
- Students with Disabilities

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

Mathematics, Science, Writing, and Reading.

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

The continued use of the data retreat process, which allows the staff to review previous school improvement plans and make necessary changes to address gaps in student achievement.

**What other data support the findings?**

Grass Lake High School strictly uses ACT and MME scores for data analysis. In the future the district is implementing other sources of evaluation data.

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

School improvement plans that focus on reducing the achievement gap in highlighted groups.

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

Since the creation of building wide school improvement plans Grass Lake High School has seen a steady increase in ACT and MME scores.

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

Continued review and implementation of subject school improvement plans. Raising the academic expectations on all students. Increasing the number of higher level courses and dual enrollment opportunities.

**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?\***

N/A

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

N/A

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

N/A

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

N/A

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

N/A

## School Improvement Plan

Grass Lake High School

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

Continued focus on gaps in the school improvement process will continue to help reduce the achievement gap in the designated groups.

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

N/A

### 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.)?

Students with disabilities are provided full access to all programs at Grass Lake High School. In the IEP process the student is provided the accomadations and specifically designed programs that will allow them to reach their highest academic potential.

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

School administration, staff, and ISD personnel follow that Student Studey Team format to identify at risk students and develop plans to help those student who have been designated at risk.

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

Students at Grass Lake High School are provided the opportunity to take online learning instruction through MVHS and E2020. Dual Enrollment is provided to those students who qualify under the state guildlines.

Label	Question	Value
	What percentages of students participate in Extended Learning Opportunities, either for additional support or increased challenge?	25.0

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

Information is provided at freshmen orientation, on schools websites and through at home mailings.

Label	Question	Value
	What is the total FTE count of teachers in your school?	19.25

## School Improvement Plan

Grass Lake High School

Label	Question	Value
	How many teachers have been teaching 0-3 years?	1.5

Label	Question	Value
	How many teachers have been teaching 4-8 years?	4.25

Label	Question	Value
	How many teachers have been teaching 9-15 years?	5.0

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

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

Having a diverse group of teachers and experiences levels will create an environment that leads to positive school achievement. The concern developing due to reductions in staff is the lower number of new teachers entering the work force and Grass Lake High School.

Label	Question	Value
	Indicate the total number of days for teacher absences due to professional learning or professional meetings.	50.0

Label	Question	Value
	Indicate the total number of days for teacher absences due to illness.	103.0

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

Teachers absences from the classroom will have a negative impact on student performance. Reducing the number of days teachers are outside the classroom will increase the number of direct instructional days by highly qualified teachers.

## **Perception Data - Students**

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

Grass Lake High School provides a smaller school environment that enhances a positive climate and learning community. The students appreciate this atmosphere. They are also satisfied with the variety of learning opportunities that are provided.

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

Increased offerings and learning opportunities.

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

The lowest overall level of satisfaction tends to be food service.

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

The continued increase in responsibilities put upon teachers from the department of education takes them away from their primary focus the preparation and education of students. Students are starting to take note about teachers being overwhelmed and leaving less time for the relationship piece of education.

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

The continued destruction of the relationship piece in education.

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

There is not much option when it comes to food service, the federal government has developed the policies and they will be followed. Relationship development has to continue to be a key focus point for education. A number of students enter schools today looking to build positive relationships with adults because that is lacking at home. As educators we must remain focused on this aspect of the learning environment.

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

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

The development of flexible and individualize learning for their student.

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

Increased communication and access to student grades and attendance on a daily basis.

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

Individual communication from the teachers about their students performance, especially when the student is struggling in the classroom.

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

N/A

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

Grass Lake High School has made a substantial effort to create a learning environment that meets each individuals students needs. The increase in technology and online learning opportunities helps create individualized learning plans. The JACC modification in program has also made a significant difference in options for our students. The increase in dual enrollment has allowed more opportunities for all students.

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

Emphasis on direct communication with parents via email or phone.

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

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

The positive interactions with students and the opportunity to make a difference in their lives.

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

The increased level of technology available for them to use in their instructional techniques.

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

The length of the teaching day.

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

The continued responsibilities put upon them by the Department of Education. The paper work that needs to be completed to comply with state regulations.

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

The school day has been increased by about 20 minutes a day compared to previous years. The classroom teacher wants to teach and build positive relationships with students but that is often interrupted by state mandates and regulations.

## **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 survey is given to students and the data is analyzed by the counselor, administrator and staff.

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

District wide Strategic Goals are developed and reviewed by the stakeholders within the school and community.

**What evidence do you have to indicate the extent to which the Common Core State Standards are being implemented?**

Staff have actively participated in Common Core State Standards professional development. Curriculum modifications have taken place to implement these 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

Assurance	Response	Comment	Attachment
Literacy and math are tested annually in grades 1-5.	No	I do not have elementary students.	

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	www.grasslakeschools.com	

Assurance	Response	Comment	Attachment
Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.	No	This would be completed at the middle school level. At the middle school they do complete Educational Development Plans.	

Assurance	Response	Comment	Attachment
Our school reviews and annually updates the EDPs to ensure academic course work alignment.	Yes	All high school students on an yearly basis completes and updates their EDP's	

Assurance	Response	Comment	Attachment
<p>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.</p> <p>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.</p>	Yes	<p>Policy located on school website: www.grasslakeschools.com</p> <p>District Non-Discrimination Policy: It is the policy of the Grass Lake Community Schools that no person shall, on the basis of race, color, religion, age, national origin or ancestry, sex, marital status or handicap be excluded for participation in, be denied the benefits of, or be subjected to discrimination under any programs or activity and employment as required by Title VI Civil Rights Act of 1963; Section 504 of the Rehabilitation Act. Any questions concerning discrimination should be directed to the Superintendent's Office, Gra</p>	

# School Improvement Plan

Grass Lake High School

<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
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	Bradley P. Hamilton, Superintendent	

<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
The institution has a School-Parent Involvement Plan (that addresses Section 1118 activities) that is aligned to the District's Board Policy. If yes, please attach the School-Parent Involvement Plan below.	Yes		Parent Involvement

<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
The institution has a School-Parent Compact. If yes, please attach the School-Parent Compact below.	Yes		Parent Compact

<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
The School has additional information necessary to support your improvement plan (optional).	Yes		

## **2013/2014 Part 2**

## Overview

### Plan Name

2013/2014 Part 2

### 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 Grass Lake High School will become proficient in mathematics.	Objectives: 2 Strategies: 3 Activities: 6	Academic	\$550
2	All students at Grass Lake High School will become proficient in science.	Objectives: 2 Strategies: 3 Activities: 5	Academic	\$4000
3	All students at Grass Lake High School will become proficient in social studies.	Objectives: 2 Strategies: 3 Activities: 7	Academic	\$2000
4	All students at Grass Lake High School will become proficient writers.	Objectives: 2 Strategies: 3 Activities: 6	Academic	\$800
5	All students at Grass Lake High School will become proficient in reading.	Objectives: 2 Strategies: 1 Activities: 6	Academic	\$1000

## Goal 1: All students at Grass Lake High School will become proficient in mathematics.

### Measurable Objective 1:

100% of Eleventh grade students will demonstrate a proficiency on the MME in Mathematics by 03/06/2014 as measured by an increase from 35% to 39%.

### Strategy 1:

Assessments - Teachers will design 6 assessments with different values to evaluate the 5 main math strands on the MME.

Research Cited: Michigan Department of Education strands of the Michigan Merit Exam.

Activity - MME Preparatory Evaluation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Edit MME preparatory evaluation (4 questions for each strand for a total of 20 questions). Results will be stored in data director for review.	Getting Ready	06/06/2013	09/04/2013	\$0	No Funding Required	Brad Coffey, Sarah Bunde & April Fulara

### Strategy 2:

Curriculum Mapping - Teachers will complete curriculum mapping for each math course to evaluate possible gaps of instruction.

Research Cited: <http://www.commoncore.org>

Activity - Collecting Mapping Guides	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Creating electronic copies of mapping guide.	Getting Ready	09/03/2013	09/04/2013	\$50	General Fund	Brad Coffey

Activity - Course Edit	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each teacher will evaluate each course and its components compared to the Common Core State Standards.	Evaluation	09/03/2013	06/06/2014	\$0	No Funding Required	Brad Coffey, Sarah Bunde, & April Fulara

### Measurable Objective 2:

100% of Eleventh grade Female students will demonstrate a behavior to reduce gender gap by 2% annually in Mathematics by 03/06/2014 as measured by MME.

### Strategy 1:

Female Interest in Mathematics - Teachers will participate in professional development related to real world math applications that will assist in increasing female interest in mathematics.

Research Cited: [www.stanford.edu/~niederle/NV.JEP.pdf](http://www.stanford.edu/~niederle/NV.JEP.pdf)

[www.britannica.com/blogs/.../more-on-the-male-female-sat-math-test-ga...Cached](http://www.britannica.com/blogs/.../more-on-the-male-female-sat-math-test-ga...)

Similar

## School Improvement Plan

Grass Lake High School

Activity - Conferences	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Research to find conference for PD.	Career Preparation/Orientation	09/04/2013	09/30/2013	\$0	No Funding Required	Brad Coffey

Activity - Females in Math	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Research results of females in math.	Other	09/03/2013	12/31/2013	\$0	No Funding Required	Sarah Bunde & April Fulara

Activity - Conferences	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Attend conferences that specifically address the gender issue between females and males in mathematics.	Career Preparation/Orientation	10/01/2013	06/13/2014	\$500	General Fund	Brad Coffey, Sarah Bunde, & April Fulara

## Goal 2: All students at Grass Lake High School will become proficient in science.

### Measurable Objective 1:

100% of Eleventh grade students will demonstrate a proficiency on the MME in Science by 03/06/2014 as measured by by an annual 5% increase in proficiency..

### Strategy 1:

Assessments - All Science Teachers will administer three ACT/MME practice tests during the the school year, under simulated testing conditions.

Research Cited: [www.act.org](http://www.act.org)

Activity - Science Reasoning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will incorporate science reasoning strategies in their daily lesson plans.	Direct Instruction	09/03/2013	06/13/2014	\$0	No Funding Required	Paul Dornfeld, Andrea Clark, & Stephanie Hoppe

Activity - Test Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All science teachers will return grade practice tests and help the students analyze their results.	Direct Instruction	09/04/2013	01/28/2014	\$0	No Funding Required	Paul Dornfeld, Andrea Clark, & Stephanie Hoppe

Activity - Extended Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## School Improvement Plan

Grass Lake High School

Science teachers will promote and encourage all students to participate in an ACT test preparation program offered at the high school in 2014.	Academic Support Program	01/18/2014	01/18/2014	\$0	No Funding Required	Paul Dornfeld, Stephanie Hoppe, & Andrea Clark
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### Measurable Objective 2:

100% of Students with Disabilities students will demonstrate a behavior of closing the proficiency gap by 2% annually in Science by 03/06/2014 as measured by the MME.

### Strategy 1:

Analyze Data Gaps - Science teachers will work together to analyze the data to identify any weaknesses or gaps in the curriculum begin taught at the high school.

Research Cited: Data director, for statistics on practice ACT/MME tests.

Activity - Semester Evaluation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
At the end of each semester the science teachers will analyze the data to identify the scores for each standard.	Monitor	01/31/2014	06/16/2014	\$0	No Funding Required	Paul Dornfeld, Andrea Clark, & Stephanie Hoppe

### Strategy 2:

Professional Development - All science teachers will attend professional development to learn strategies to assist in closing the gap in regards to special education students.

Research Cited: [walkerschool.wordpress.com/.../teaching-science-to-special-education](http://walkerschool.wordpress.com/.../teaching-science-to-special-education)

Activity - Science Convention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All K-12 science teachers attend the national science teacher's conference.	Professional Learning	04/01/2014	04/11/2014	\$4000	General Fund	Stephanie Hoppe

## Goal 3: All students at Grass Lake High School will become proficient in social studies.

### Measurable Objective 1:

100% of All Students will demonstrate a proficiency of 8% greater than other county schools in Social Studies by 03/06/2014 as measured by MME.

### Strategy 1:

Assessment - All social studies teachers will administer two practice Social Studies MME tests during each semester, under testing conditions, that focus on the basic themes of Geography and Economics.

Research Cited: [www.act.org](http://www.act.org)

## School Improvement Plan

Grass Lake High School

Activity - Incorporate	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All social studies teachers will incorporate Geography and Economics into their daily lesson plans.	Academic Support Program	09/03/2013	06/12/2014	\$0	No Funding Required	Joel Cook, Angelle Connors, & Sherry Paszkiet

Activity - Review	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All Social Studies teachers will return graded practice tests and work with students to analyze the results.	Evaluation	10/01/2013	02/28/2014	\$0	No Funding Required	Joel Cook, Angelee Conors, & Sherry Paszkiet

Activity - Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Social Studies Teachers will review the results using data director to diagnose specific areas of weakness.	Evaluation	12/19/2013	06/12/2014	\$0	No Funding Required	Joel Cook

Activity - Grade Level Content Expectations	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Social Studies teachers will tie specific strands from GLCE (CCSS) into practice tests at the 5 - 8 grade level and enter results into data director.	Evaluation	09/03/2013	06/12/2014	\$0	No Funding Required	Joel Cook & Jeanene Satterthwaite

### Measurable Objective 2:

100% of All Students will demonstrate a proficiency of 5% greater than the state average in Social Studies by 03/06/2014 as measured by MME.

### Strategy 1:

Collaboration - All K-12 Social Studies teachers will meet during two "Common Planning" periods to discuss the direction of the social studies department and to synergize and supplement the social studies curriculum at all grade levels.

Research Cited: [www2.ed.gov/programs/slcp/finalcommon.pdf](http://www2.ed.gov/programs/slcp/finalcommon.pdf)Cached

Activity - Current Events	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Social Studies teachers will promote and encourage students and stakeholders to actively use Economics and Geography in everyday life by following current events and applicable news.	Direct Instruction	09/04/2013	06/11/2014	\$0	No Funding Required	K - 12 Social Studies Staff

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Meet with the the entire staff at the beginning of the school year (professional development) to discuss Social Studies implementation plan.	Getting Ready	08/26/2013	08/26/2013	\$0	No Funding Required	Joel Cook & Angelee Conors

## School Improvement Plan

Grass Lake High School

### Strategy 2:

Technology - Implementation of Technology into social studies instruction.

Research Cited: [www.socialstudies.org/system/files/images/useful\\_tech\\_paper.pdf](http://www.socialstudies.org/system/files/images/useful_tech_paper.pdf)

Activity - Technology	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Social Studies teachers will actively use technology to discuss current foreign and domestic issues that directly relate to Geographic and Economic policy. Social Studies teachers will encourage students and stakeholders to keep abreast of local and national news topics.	Direct Instruction	09/04/2013	06/12/2014	\$2000	General Fund	Joel Cook, Angelee Conors, Chirs Reul, & Sherry Paszkiet

## Goal 4: All students at Grass Lake High School will become proficient writers.

### Measurable Objective 1:

100% of All Students will demonstrate a proficiency in writing on the MME. in English Language Arts by 03/04/2014 as measured by MME.

### Strategy 1:

Practice Writing - We will incorporate more timed writing practice in all four classes so students will have a greater exposure to topics and styles of writing.

Research Cited: [www.act.org](http://www.act.org)

Activity - Staff Meeting	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff Meeting time will be provided to inform the high school staff of the writing objectives, goals, and changes made to the process.	Implementation	08/26/2013	08/26/2013	\$0	No Funding Required	Brian Thompson, Courtney Byers & Bonnie Long

Activity - Practice Writing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administer the 3 writing prompts to students.	Implementation	10/02/2013	02/19/2014	\$300	General Fund	All High School Teachers

Activity - Data Collection	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will score each writing and input score into data director.	Implementation	10/09/2013	02/26/2014	\$500	General Fund	All Teachers

## School Improvement Plan

Grass Lake High School

### Strategy 2:

Essay Writing - Teachers will provide immediate feedback to all students in regard to their writing pieces, so they can more effectively create a persuasive essay.

Research Cited: [www.nwp.org/cs/public/print/resource/922](http://www.nwp.org/cs/public/print/resource/922)

Activity - Writing Rubric	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Review/Teach/Train teachers how to use writing rubric for assessment of writing prompts.	Career Preparation/Orientation	08/26/2013	08/26/2013	\$0	No Funding Required	Courtney Byers & Bonnie Long

### Measurable Objective 2:

75% of Eleventh grade students will demonstrate a behavior of a score of 8 or better in writing in English Language Arts by 03/04/2014 as measured by ACT.

### Strategy 1:

Cross Curriculum Writing - Timed ACT writing will be implemented in all subject areas and classrooms. This format will be conducted on the same date and time, 3 times during the school year.

Research Cited: [www.act.org](http://www.act.org)

Activity - ACT Writing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Create and distribute 3 ACT writing prompts and rubric for 4th hour writings, have teachers provide feedback, discuss changes made to the student self reflection process.	Getting Ready	08/26/2013	08/26/2013	\$0	No Funding Required	Courtney Byers & Bonnie Long

Activity - Student Reflection	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will evaluate and reflect on their ACT writing score using the prompt & rubric.	Evaluation	10/21/2013	02/26/2014	\$0	No Funding Required	All Teachers

## Goal 5: All students at Grass Lake High School will become proficient in reading.

### Measurable Objective 1:

100% of Eleventh grade students will demonstrate a behavior increasing critical reading score by 2% in English Language Arts by 03/06/2014 as measured by MME.

### (shared) Strategy 1:

Practice Test - Each teacher will administer a school wide reading test consisting of 10 questions pertaining to a core academic class resembling an ACT reading test.

Research Cited: Bloom's taxonomy: Marzano; Lyon, 1998; Stanovich, 1993

Activity - Staff Intro	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## School Improvement Plan

Grass Lake High School

Staff intro to reading data retreat plan, give overview of plan for the year, provide resources and examples.	Career Preparation/Orientation	08/26/2013	08/26/2013	\$0	No Funding Required	Brian Thompson, Courtney Byers, Bonnie Long, & Kim Sitarz
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Activity - Assessment Creation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
English Staff will create four assessments (prose fiction, humanities, natural science, and social science) and have the answer keys entered into Data Director.	Implementation	08/26/2013	08/26/2013	\$0	No Funding Required	Bonnie Long, Courtney Byers.

Activity - Introduction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
English department will present each assessment and techniques/reading strategies to the staff at the first faculty meeting.	Career Preparation/Orientation	08/26/2013	08/26/2013	\$0	No Funding Required	Courtney Byers, Bonnie Long

Activity - Testing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
On designated assessment days, staff will administer the reading assessment. Afterward they will discuss with students the strategies involved in determining the correct answers.	Evaluation	10/02/2013	02/19/2014	\$0	No Funding Required	All Staff

Activity - Data Collection	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will give score sheets to technology director to scan into Data Director.	Monitor	10/04/2013	02/21/2014	\$1000	General Fund	Larry Shaltis

Activity - Data Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
English Department will analyze the data and report finding back to staff for reflection and evaluation.	Monitor	10/01/2013	03/10/2014	\$0	No Funding Required	Courtney Byers & Bonnie Long

### Measurable Objective 2:

100% of Male students will demonstrate a behavior of closing the gender gap by 5% in reading in English Language Arts by 03/06/2014 as measured by MME.

### (shared) Strategy 1:

Practice Test - Each teacher will administer a school wide reading test consisting of 10 questions pertaining to a core academic class resembling an ACT reading test.

Research Cited: Bloom's taxonomy: Marzano; Lyon, 1998; Stanovich, 1993

Activity - Staff Intro	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

## School Improvement Plan

Grass Lake High School

Staff intro to reading data retreat plan, give overview of plan for the year, provide resources and examples.	Career Preparation/Orientation	08/26/2013	08/26/2013	\$0	No Funding Required	Brian Thompson, Courtney Byers, Bonnie Long, & Kim Sitarz
<b>Activity - Assessment Creation</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
English Staff will create four assessments (prose fiction, humanities, natural science, and social science) and have the answer keys entered into Data Director.	Implementation	08/26/2013	08/26/2013	\$0	No Funding Required	Bonnie Long, Courtney Byers.
<b>Activity - Introduction</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
English department will present each assessment and techniques/reading strategies to the staff at the first faculty meeting.	Career Preparation/Orientation	08/26/2013	08/26/2013	\$0	No Funding Required	Courtney Byers, Bonnie Long
<b>Activity - Testing</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
On designated assessment days, staff will administer the reading assessment. Afterward they will discuss with students the strategies involved in determining the correct answers.	Evaluation	10/02/2013	02/19/2014	\$0	No Funding Required	All Staff
<b>Activity - Data Collection</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Staff will give score sheets to technology director to scan into Data Director.	Monitor	10/04/2013	02/21/2014	\$1000	General Fund	Larry Shaltis
<b>Activity - Data Analysis</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
English Department will analyze the data and report finding back to staff for reflection and evaluation.	Monitor	10/01/2013	03/10/2014	\$0	No Funding Required	Courtney Byers & Bonnie Long

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Grade Level Content Expectations	Social Studies teachers will tie specific strands from GLCE (CCSS) into practice tests at the 5 - 8 grade level and enter results into data director.	Evaluation	09/03/2013	06/12/2014	\$0	Joel Cook & Jeanene Satterthwaite
Professional Development	Meet with the the entire staff at the beginning of the school year (professional development) to discuss Social Studies implementation plan.	Getting Ready	08/26/2013	08/26/2013	\$0	Joel Cook & Angelee Cononrs
Analysis	Social Studies Teachers will review the results using data director to diagnose specific areas of weakness.	Evaluation	12/19/2013	06/12/2014	\$0	Joel Cook
Staff Intro	Staff intro to reading data retreat plan, give overview of plan for the year, provide resources and examples.	Career Preparation/Orientation	08/26/2013	08/26/2013	\$0	Brian Thompson, Courtney Byers, Bonnie Long, & Kim Sitarz
Semester Evaluation	At the end of each semester the science teachers will analyze the data to identify the scores for each standard.	Monitor	01/31/2014	06/16/2014	\$0	Paul Dornfeld, Andrea Clark, & Stephanie Hoppe
Females in Math	Research results of females in math.	Other	09/03/2013	12/31/2013	\$0	Sarah Bunde & April Fulara
Current Events	Social Studies teachers will promote and encourage students and stakeholders to actively use Economics and Geography in everyday life by following current events and applicable news.	Direct Instruction	09/04/2013	06/11/2014	\$0	K - 12 Social Studies Staff
Science Reasoning	Teachers will incorporate science reasoning strategies in their daily lesson plans.	Direct Instruction	09/03/2013	06/13/2014	\$0	Paul Dornfeld, Andrea Clark, & Stephanie Hoppe
Conferences	Research to find conference for PD.	Career Preparation/Orientation	09/04/2013	09/30/2013	\$0	Brad Coffey
Student Reflection	Students will evaluate and reflect on their ACT writing score using the prompt & rubric.	Evaluation	10/21/2013	02/26/2014	\$0	All Teachers

# School Improvement Plan

Grass Lake High School

Test Analysis	All science teachers will return grade practice tests and help the students analyze their results.	Direct Instruction	09/04/2013	01/28/2014	\$0	Paul Dornfeld, Andrea Clark, & Stephanie Hoppe
Incorporate	All social studies teachers will incorporate Geography and Economics into their daily lesson plans.	Academic Support Program	09/03/2013	06/12/2014	\$0	Joel Cook, Angelle Connors, & Sherry Paszkiet
Extended Learning	Science teachers will promote and encourage all students to participate in an ACT test preparation program offered at the high school in 2014.	Academic Support Program	01/18/2014	01/18/2014	\$0	Paul Dornfeld, Stephanie Hoppe, & Andrea Clark
Testing	On designated assessment days, staff will administer the reading assessment. Afterward they will discuss with students the strategies involved in determining the correct answers.	Evaluation	10/02/2013	02/19/2014	\$0	All Staff
Writing Rubric	Review/Teach/Train teachers how to use writing rubric for assessment of writing prompts.	Career Preparation/Orientation	08/26/2013	08/26/2013	\$0	Courtney Byers & Bonnie Long
MME Preparatory Evaluation	Edit MME preparatory evaluation (4 questions for each strand for a total of 20 questions). Results will be stored in data director for review.	Getting Ready	06/06/2013	09/04/2013	\$0	Brad Coffey, Sarah Bunde & April Fulara
Course Edit	Each teacher will evaluate each course and its components compared to the Common Core State Standards.	Evaluation	09/03/2013	06/06/2014	\$0	Brad Coffey, Sarah Bunde, & April Fulara
Review	All Social Studies teachers will return graded practice tests and work with students to analyze the results.	Evaluation	10/01/2013	02/28/2014	\$0	Joel Cook, Angelee Conors, & Sherry Paszkiet
Introduction	English department will present each assessment and techniques/reading strategies to the staff at the first faculty meeting.	Career Preparation/Orientation	08/26/2013	08/26/2013	\$0	Courtney Byers, Bonnie Long
Data Analysis	English Department will analyze the data and report finding back to staff for reflection and evaluation.	Monitor	10/01/2013	03/10/2014	\$0	Courtney Byers & Bonnie Long
ACT Writing	Create and distribute 3 ACT writing prompts and rubric for 4th hour writings, have teachers provide feedback, discuss changes made to the student self reflection process.	Getting Ready	08/26/2013	08/26/2013	\$0	Courtney Byers & Bonnie Long
Assessment Creation	English Staff will create four assessments (prose fiction, humanities, natural science, and social science) and have the answer keys entered into Data Director.	Implementation	08/26/2013	08/26/2013	\$0	Bonnie Long, Courtney Byers.
Staff Meeting	Staff Meeting time will be provided to inform the high school staff of the writing objectives, goals, and changes made to the process.	Implementation	08/26/2013	08/26/2013	\$0	Brian Thompson, Courtney Byers & Bonnie Long

**School Improvement Plan**

Grass Lake High School

**Total**

\$0

**General Fund**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Practice Writing	Administer the 3 writing prompts to students.	Implementation	10/02/2013	02/19/2014	\$300	All High School Teachers
Data Collection	Teachers will score each writing and input score into data director.	Implementation	10/09/2013	02/26/2014	\$500	All Teacheers
Data Collection	Staff will give score sheets to technology director to scan into Data Director.	Monitor	10/04/2013	02/21/2014	\$1000	Larry Shaltis
Science Convention	All K-12 science teachers attend the national science teacher's conference.	Professional Learning	04/01/2014	04/11/2014	\$4000	Stephanie Hoppe
Conferences	Attend conferences that specifically address the gender issue between females and males in mathematics.	Career Preparation/Orientation	10/01/2013	06/13/2014	\$500	Brad Coffey, Sarah Bunde, & April Fulara
Collecting Mapping Guides	Creating electronic copies of mapping guide.	Getting Ready	09/03/2013	09/04/2013	\$50	Brad Coffey
Technology	Social Studies teachers will actively use technology to discuss current foreign and domestic issues that directly relate to Geographic and Economic policy. Social Studies teachers will encourage students and stakeholders to keep abreast of local and national news topics.	Direct Instruction	09/04/2013	06/12/2014	\$2000	Joel Cook, Angelee Conors, Chirs Reul, & Sherry Paszkiet
<b>Total</b>					<b>\$8350</b>	