



# **School Improvement Plan**

Grass Lake High School

Grass Lake Community Schools

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# TABLE OF CONTENTS

Introduction.....	1
<b>Improvement Plan Assurance</b>	
Introduction.....	3
Improvement Plan Assurance.....	4
<b>Title I Schoolwide Diagnostic</b>	
Introduction.....	6
Component 1: Comprehensive Needs Assessment.....	7
Component 2: Schoolwide Reform Strategies.....	8
Component 3: Instruction by Highly Qualified Staff.....	9
Component 4: Strategies to Attract Highly Qualified Teachers.....	10
Component 5: High Quality and Ongoing Professional Development.....	11
Component 6: Strategies to Increase Parental Involvement.....	12
Component 7: Preschool Transition Strategies.....	14
Component 8: Teacher Participation in Making Assessment Decisions.....	15
Component 9: Timely and Additional Assistance to Students Having Difficulty Mastering the Standards.....	16
Component 10: Coordination and Integration of Federal, State and Local Programs and Resources... 17	
Evaluation:.....	18

**Title I Targeted Assistance Diagnostic**

Introduction ..... 20

Component 1: Needs Assessment ..... 21

Component 2: Services to Eligible Students ..... 22

Component 3: Incorporated Into Existing School Program Planning ..... 23

Component 4: Instructional Strategies ..... 24

Component 5: Title I and Regular Education Coordination ..... 25

Component 6: Instruction by Highly Qualified Staff ..... 26

Component 7: High Quality and Ongoing Professional Development/Learning ..... 27

Component 8: Strategies to Increase Parental Involvement ..... 28

Component 9: Coordination of Title I and Other Resources ..... 30

Component 10: Ongoing Review of Student Progress ..... 31

Evaluation ..... 32

**2017-2018 School Improvement Plans**

Overview ..... 34

Goals Summary ..... 35

    Goal 1: All students at Grass Lake High School will become proficient in mathematics ..... 36

    Goal 2: All students at Grass Lake High School will become proficient in science on SAT ..... 37

    Goal 3: All students at Grass Lake High School will become proficient in social studies. .... 37

    Goal 4: All students at Grass Lake High School will become proficient writers. .... 38

    Goal 5: All students at Grass Lake High School will demonstrate academic achievement through the implementation of the 1 to 1 technology initiative. .... 39

Activity Summary by Funding Source ..... 42

## **Introduction**

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

# **Improvement Plan Assurance**

## **Introduction**

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

**Improvement Plan Assurance**

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

# **Title I Schoolwide Diagnostic**



## **Introduction**

This diagnostic tool is aligned to requirements for Title I Schoolwide schools. The Comprehensive Needs Assessment must be completed prior to creating a new plan or annually updating an existing school improvement plan. Use the results of the Comprehensive Needs Assessment to develop Goals/Objectives/Strategies and Activities. Ensure that the Comprehensive Needs Assessment addresses all four types of data: student achievement data, school programs/process data, perceptions data (must include teachers and parents; student data is encouraged), and demographic data. The Comprehensive Needs Assessment must also take into account the needs of migratory children as defined in Title I, Part C, Section 1309(2).

## **Component 1: Comprehensive Needs Assessment**

**1. How was the comprehensive needs assessment process conducted?**

Not Applicable

**2. What were the results of the comprehensive needs assessment process? What information was concluded as a result of analyzing perception, student achievement, school programs/process, and demographic data?**

Not Applicable

**3. How are the school goals connected to priority needs and the needs assessment process? It is clear that a detailed analysis of multiple types of data was conducted to select the goals.**

Not Applicable

**4. How do the goals address the needs of the whole school population? How is special recognition paid to meeting the needs of children who are disadvantaged?**

Not Applicable

## **Component 2: Schoolwide Reform Strategies**

**1. Describe the strategies in the schoolwide plan which focus on helping ALL students reach the State's standards.**

Not Applicable

**2. Describe how the research-based methods and strategies in the schoolwide plan increase the quality and quantity of instruction (which accelerates and enriches the curriculum).**

Not Applicable

**3. Describe how the research-based reform strategies in the schoolwide plan align with the findings of the comprehensive needs assessment.**

Not Applicable

**4. Describe the strategies in the schoolwide plan which provide a level of INTERVENTIONS for students who need the most instructional support in all major subgroups participating in the schoolwide program.**

Not Applicable

**5. Describe how the school determines if these needs of students are being met.**

Not Applicable

**Component 3: Instruction by Highly Qualified Staff**

Label	Assurance	Response	Comment	Attachment
	1. Do all of the instructional paraprofessionals meet the NCLB requirements for highly qualified? Provide an assurance statement. If no, what is the number that is not highly qualified and what is being done to address this? NOTE: A schoolwide program must have all highly qualified instructional staff.	Yes		

Label	Assurance	Response	Comment	Attachment
	2. Do all of the teachers meet the NCLB requirements for highly qualified? Provide an assurance statement. If no, what is the number that is not highly qualified and what is being done to address this? NOTE: A schoolwide program must have all highly qualified instructional staff.	Yes	All staff are highly qualified	

## **Component 4: Strategies to Attract Highly Qualified Teachers**

**1. What is the school's teacher turnover rate for this school year?**

Zero

**2. What is the experience level of key teaching and learning personnel?**

The high school has a veteran staff with the average years of experience being greater than ten.

**3. Describe the specific initiatives the SCHOOL has implemented to attract and retain high quality teachers regardless of the turnover rate.**

Creating a positive school culture and work environment. The creation of a learning community that promotes the professional growth of all its members.

**4. Describe the specific initiatives the DISTRICT has implemented to attract and retain highly qualified teachers regardless of the turnover rate.**

Creating a positive school culture that promotes professional growth.

**5. If there is a high turnover rate, what initiatives has the school implemented to attempt to lower the turnover rate of highly qualified teachers?**

NO

## Component 5: High Quality and Ongoing Professional Development

**1. Describe the professional learning that the staff will receive that is aligned with the comprehensive needs assessment process and the goals of the school improvement plan.**

Staff will continue to receive training on implementing new instructional strategies that utilize technology. They will continue to have the opportunity to utilize two learning consultants to help with the continued transition of one to one learning.

**2. Describe how this professional learning is "sustained and ongoing."**

Funds from the general fund and private donor have allowed our district to implement a multi-year professional development philosophy to continue the implementation of our one to one program.

Label	Assurance	Response	Comment	Attachment
	3. The school's Professional Learning Plan is complete.	No	The complete professional learning plan is continued to be developed during the summer for next school year.	

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## Component 6: Strategies to Increase Parental Involvement

**1. Describe how parents are (will be) involved in the design of the schoolwide plan.**

District Survey distributed regarding our one to one implementation.

**2. Describe how parents are (will be) involved in the implementation of the schoolwide plan.**

Parental feedback and access to our learning management system.

**3. Describe how parents are (will be) involved in the evaluation of the schoolwide plan.**

Survey

Label	Assurance	Response	Comment	Attachment
	4. Does the school have a Title I Parent Involvement policy that addresses how the school carries out the required activities of ESEA Section 1118 (c) through (f)?	No	Building is not a Title I building.	

**5. Describe how the school is carrying out the activities outlined in ESEA Section 1118 (e) 1-5, 14 and (f).**

Not a Title I building

**6. Describe how the parent involvement component of the schoolwide plan is (will be) evaluated.**

Not a Title I building

**7. Describe how the results of the evaluation are (will be) used to improve the schoolwide program.**

Evaluation of survey results will guide the staff in making decision regarding the path of our one to one program.

**8. Describe how the school-parent compact is developed.**

Input of survey information and special committees that utilize parents to help make important curricular decisions.

**9. Describe how the School-Parent Compact is used at elementary-level parent teacher conferences.**

N/A

**10. How is the School-Parent Compact shared with middle school or high school parents (depending on the grade span of the school)?**

Web Page

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
	The School's School-Parent Compact is attached.	No	It is located on our web page.	

**11. Describe how the school provides individual student academic assessment results in a language the parents can understand.**

Use of powerschool and schoology.



## **Component 7: Preschool Transition Strategies**

**1. In what ways does the school connect with preschool age children more than a once a year visitation to the kindergarten classroom?**

N/A High School

**2. What types of training does the school provide preschool parents and/or preschool teachers on the skills preschool age children will need when they enter kindergarten?**

N/A High School

## **Component 8: Teacher Participation in Making Assessment Decisions**

### **1. How do teachers provide their input into the decisions regarding the use of school-based academic assessments?**

Surveys produced by the superintendent and monthly common planning meetings with all staff.

### **2. How are teachers involved in student achievement data analysis for the purpose of improving the academic achievement of all students?**

Review of data is completed during common planning, which takes place once a month.

## **Component 9: Timely and Additional Assistance to Students Having Difficulty Mastering the Standards**

**1. Describe the process to identify students who experience difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level.**

The building has a student study team that meets monthly to discuss students not meeting the standards.

**2. How is timely, effective, additional assistance provided to students who are experiencing difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level?**

Accommodations are made by the student study team and implemented in the classroom for those students struggling to meet the achievement standards.

**3. How are students' individual needs being addressed through differentiated instruction in the classroom?**

Modification of lessons and accommodations so that all students can achieve some level of success.

## **Component 10: Coordination and Integration of Federal, State and Local Programs and Resources**

**1. In what ways are the programs coordinated and integrated toward the achievement of the schoolwide goals? Include a LIST of the State, local and Federal programs/resources that will be supporting the schoolwide program.**

No resources are obtained from outside programs to support our school wide program. All resources come from within the general budget.

**2. Describe how the school will use the resources from Title I and other State, local and Federal sources to implement the ten required schoolwide components.**

NA

**3. How does the school coordinate and integrate the following Federal, State and local programs and services in a manner applicable to the grade level to support achievement of the schoolwide goals: violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.**

School wide awareness day was run to help educate about dangerous drugs. The JAC3 program is coordinated with local business that allow student the opportunity to experience technical education and job training.

**Evaluation:**

**1. Describe how the school evaluates, at least annually, the implementation of the schoolwide program.**

Surveys and yearly committee reviews.

**2. Describe how the school evaluates the results achieved by the schoolwide program using data from the State's annual assessments and other indicators of academic achievement.**

Review of PSAT/SAT data by staff.

**3. Describe how the school determines whether the schoolwide program has been effective in increasing the achievement of students who are furthest from achieving the standards.**

The staff evaluates each individual students growth from one year to the next using the PSAT/SAT assessment suite.

**4. What process is followed by the school to revise the plan, as necessary, based on the evaluation, to ensure continuous improvement of students in the schoolwide program?**

Data retreat and progress monitoring with the assistance of the ISD.

# **Title I Targeted Assistance Diagnostic**

## **Introduction**

This diagnostic tool is aligned to requirements for Title I Targeted Assistance schools. As described in sections 1111(b)(1), 1114 (b)(1)(A) and 1309(2) of the Elementary and Secondary Education Act (ESEA), the Comprehensive Needs Assessment (CNA) requirement is met by completing a School Data Analysis (SDA) and School Process Profile (SPP). The Comprehensive Needs Assessment must be completed prior to creating a new plan or annually updating an existing school improvement plan. Use the results of the Comprehensive Needs Assessment to develop Goals/Objectives/Strategies and Activities. Ensure that the Comprehensive Needs Assessment addresses all four types of data: student achievement data, school programs/process data, perceptions data (must include teachers and parents; student data is encouraged), and demographic data. The Comprehensive Needs Assessment must also take into account the needs of migratory children as defined in Title I, Part C, Section 1309(2).

## **Component 1: Needs Assessment**

**1. How was the comprehensive needs assessment process conducted?**

Not a Title I school

**2. What process was used to identify children who are failing or most at risk of failing to meet the state core curriculum standards in the four core academic areas?**

Not a Title I School

**3. List the multiple, educationally related, objective criteria established for the needs assessment process - consistent by grade level and content area - to identify children who are failing or most at risk of failing to meet the state core curriculum standards in the four core academic areas.**

Not a Title I school

**4. For schools with preschool through grade 2: Describe the identification process for preschool through grade 2 if it is based solely on criteria such as teacher judgment, interviews with parents and developmentally appropriate measures that determine which children are failing or most at risk of failing to meet the State's challenging content and student performance standards.**

NA



## **Component 2: Services to Eligible Students**

**1. Describe the Title I, Part A program services which are provided to ensure eligible children receive supplemental assistance in the four core academic areas.**

Not a Title I school

### **Component 3: Incorporated Into Existing School Program Planning**

**1. How is program planning for eligible students incorporated into the existing school improvement planning process?**

Not a Title I school

## **Component 4: Instructional Strategies**

**1. Which instructional strategies in the plan focus on helping eligible students reach the State's standards in the four core curriculum academic areas?**

Not a Title I school

**2. Identify the research-based methods and strategies in the plan that ensure effective methods will be utilized to improve overall student academic achievement.**

Not a Title I school

**3. Describe your extended (supplemental) learning program, including how it provides an accelerated quality curriculum.**

Not a Title I school

**4. Describe how you ensure that students are rarely pulled from their regular classroom to receive supplemental instruction through extended learning opportunities.**

Not a Title I school

## **Component 5: Title I and Regular Education Coordination**

**1. In what ways do ongoing coordination and integration occur between regular education and supplemental Title I, Part A programming - including services for children with Limited English Proficiency, if applicable?**

Not a Title I school

**2. For schools with kindergarten: Describe the school's transition plan for preschool age children that involves more than a once a year visitation to the kindergarten classroom.**

Not a Title I school

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**Component 6: Instruction by Highly Qualified Staff**

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
	1. Do all of the Title I, Part A instructional paraprofessionals meet the NCLB requirements for highly qualified? Provide an assurance statement regarding this.	No	Not a Title I school	

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
	2. Do all of the teachers meet the NCLB requirements for highly qualified? Provide an assurance statement regarding this.	Yes	All teachers in the building are highly qualified	

## Component 7: High Quality and Ongoing Professional Development/Learning

1. What types of ongoing and sustained professional development/learning will the staff (teachers, principals, and paraprofessionals) receive to work with Title I Part A eligible children in the Targeted Assistance program or in the regular education program?

Not a Title I school

2. If appropriate, what types of ongoing and sustained professional development/learning will be provided to parents, pupil services personnel, and other staff who work with Title I Part A eligible children in the Targeted Assistance program or in the regular education program?

Not a Title I school

Label	Assurance	Response	Comment	Attachment
	3. Your school's professional development/learning plan or calendar is complete.	No	In progress	

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## Component 8: Strategies to Increase Parental Involvement

**1. How are parents involved in the design of the Targeted Assistance program plan?**

Not a Title I school

**2. How are parents involved in the implementation of the Targeted Assistance program plan?**

Not a Title I school

Label	Assurance	Response	Comment	Attachment
	3. Are parents involved in the evaluation of the Targeted Assistance program plan? How are parents involved in the evaluation of the Targeted Assistance program plan?	No	Not a Title I school	

**4. Describe how the parent involvement activities outlined in Section 1118 e (1)-(5) and (14) and Section 1118 (f) are implemented.**

Not a Title I school

**5. Describe how the parent involvement activities are evaluated.**

Not a Title I school

**6. Describe how the school-parent compact is developed.**

Not a Title I school

Label	Assurance	Response	Comment	Attachment
	7. Do you have a Title I School-Parent Compact?	No	Not a Title I school	

**8. How does the school provide individual student academic assessment results in a language parents can understand?**

Not a Title I school

# School Improvement Plan

Grass Lake High School

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Label	Assurance	Response	Comment	Attachment
	9. Does the school have a Title I Parental Involvement Policy/Plan?	No	Not a Title I school	

**10. Describe how the parent compact is used at elementary-level parent teacher conferences.**

N/A



## **Component 9: Coordination of Title I and Other Resources**

**1. Describe how the Federal, State and local programs are coordinated and integrated to serve eligible children.**

Not a Title I school

**2. Describe how the plan demonstrates coordination and integration of Federal, State and local programs and services in a manner applicable to the grade levels of the school: violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.**

Not a Title I school

## **Component 10: Ongoing Review of Student Progress**

**1. Describe how the progress of participating students is reviewed on an ongoing basis.**

Not a Title I school

**2. Describe how the Targeted Assistance program is revised to provide supplemental learning opportunities that enable participating children to meet the State's challenging student achievement standards.**

Not a Title I school

**3. Describe how teachers have been trained to identify students who need additional assistance or how to implement student achievement standards in the classroom based on the review of student progress.**

Not a Title I school

## **Evaluation**

NOTE: This is NOT a Targeted Assistance Plan Rubric Requirement---but it IS part of the process of Continuous School Improvement. This has been patterned after the Schoolwide Plan requirements, and it fulfills PA 25 requirements for an annual review of the plan.

**1. Describe how the school evaluates the implementation of the Targeted Assistance program at least annually.**

Not a Title I school

**2. Describe how the school evaluates the results achieved by the Targeted Assistance program using data from the State's annual assessments and other indicators of academic achievement.**

Not a Title I school

**3. Describe how the school determines whether the Targeted Assistance program has been effective in increasing the achievement of eligible students who are furthest from achieving the standards.**

Not a Title I school

**4. Describe the process that is followed by the school to revise the plan, as necessary, based on the evaluation, to ensure continuous improvement of eligible students in the Targeted Assistance program.**

Not a Title I school

# **2017-2018 School Improvement Plans**

## Overview

### Plan Name

2017-2018 School Improvement Plans

### 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: 1 Strategies: 2 Activities: 3	Academic	\$50
2	All students at Grass Lake High School will become proficient in science on SAT.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0
3	All students at Grass Lake High School will become proficient in social studies.	Objectives: 1 Strategies: 1 Activities: 4	Academic	\$0
4	All students at Grass Lake High School will become proficient writers.	Objectives: 1 Strategies: 1 Activities: 3	Academic	\$800
5	All students at Grass Lake High School will demonstrate academic achievement through the implementation of the 1 to 1 technology initiative.	Objectives: 1 Strategies: 3 Activities: 3	Academic	\$350500

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

### Measurable Objective 1:

70% of Eleventh grade students will demonstrate a proficiency on the state standardized test in Mathematics by 04/20/2017 as measured by an increase of 10% in proficiency level annually..

### Strategy 1:

Assessments - Teachers will incorporate a released SAT question on each chapter test, include SAT questions in their daily warm-ups, and complete one SAT practice test in class.

Category: Mathematics

Research Cited: Michigan Department of Education strands of the SAT or chosen state standardized test .

Tier: Tier 1

Activity - SAT Question Incorporation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Edit state standardized preparatory evaluation (4 questions for each strand for a total of 20 questions). Results will be stored in Illuminate for review.	Curriculum Development	Tier 1	Getting Ready	08/02/2016	06/15/2017	\$0	No Funding Required	Brad Coffey, Sarah Reichow & April Fulara

### Strategy 2:

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

Category: Mathematics

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

Tier: Tier 1

Activity - Collecting Mapping Guides	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Creating electronic copies of mapping guide.	Curriculum Development	Tier 1	Getting Ready	08/01/2016	06/15/2017	\$50	General Fund	Brad Coffey

Activity - Course Edit	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## School Improvement Plan

Grass Lake High School

Each teacher will evaluate each course and its components compared to the Common Core State Standards.	Curriculum Development		Evaluate	08/01/2016	06/15/2017	\$0	No Funding Required	Brad Coffey, Sarah Bunde, & April Fulara
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## Goal 2: All students at Grass Lake High School will become proficient in science on SAT.

### Measurable Objective 1:

50% of Eleventh grade students will demonstrate a proficiency on the state standardized test in Science by 04/28/2017 as measured by an annual 5% increase in proficiency..

### Strategy 1:

Lesson Plans - Teachers will incorporate science reasoning strategies into daily lesson plans.

Category: Science

Research Cited: Practice and preparations have effective impact on student performance.

Tier:

Activity - Lesson Plan Designing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will design lessons that incorporate more scientific reasoning.	Supplemental Materials, Teacher Collaboration, Materials, Technology		Implement	08/15/2016	06/15/2017	\$0	No Funding Required	Paul Dornfeld, Stephanie Hoppe, and Andrea Clark

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

### Measurable Objective 1:

60% of Eleventh grade students will demonstrate a proficiency on the reading portion of the SAT in Social Studies by 04/20/2017 as measured by the state standardized test..

### Strategy 1:

Assessment - All social studies teachers will administer 5 SAT practice social studies reading test that include a focus on social studies topics.

Category: Social Studies



## School Improvement Plan

Grass Lake High School

Research Cited: www.sat.org, MDE.org, Core Common Standards

Tier:

Activity - Incorporate	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All social studies teachers will utilize SAT reading passages focused on social studies topics into lesson plans.	Academic Support Program		Implement	08/01/2016	04/20/2017	\$0	No Funding Required	Joel Cook, Angelle Connors, Chris Reul & Jessica O'Loughlin
Activity - Review	Activity Type	Tier	Phase	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.	Curriculum Development		Evaluate	09/01/2015	06/15/2017	\$0	No Funding Required	Joel Cook, Angelee Conors, Chris Reul & Jessica O'Loughlin
Activity - Analysis	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Social Studies teachers will review the results using Illuminate to diagnose specific areas of weakness.	Curriculum Development		Evaluate	09/01/2016	06/15/2017	\$0	No Funding Required	Joel Cook
Activity - Core Common Standards Practice Tests	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Social Studies teachers will tie specific strands from CCSS into practice tests at the 9-12 grade level and enter results into Illuminate.	Direct Instruction		Implement	09/01/2016	06/15/2017	\$0	No Funding Required	Joel Cook

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

### Measurable Objective 1:

75% of Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency on the state standardized test in English Language Arts by 04/27/2017 as measured by state standardized test.

## School Improvement Plan

Grass Lake High School

### Strategy 1:

SAT Practice Writing - English teachers will incorporate at least 3 SAT writing practice prompts/related activities in all English classes.

Category: English/Language Arts

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

Tier:

Activity - Common Planning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Common Planning Meeting time will be provided to inform the high school staff of the writing objectives, goals, and changes made to the process.	Teacher Collaboration		Implement	08/15/2016	08/15/2016	\$0	No Funding Required	Brian Thompson, Courtney Byers, Amy Janz & Bonnie Long
Activity - Practice Writing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administer the 3 SAT-like writing prompts or related SAT activities to students per semester.	Teacher Collaboration		Implement	09/01/2016	06/15/2017	\$300	General Fund	English department teachers
Activity - Data Collection	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will score each writing or related activity and give students their scores and feedback..	Professional Learning		Monitor	09/01/2016	06/15/2017	\$500	General Fund	All English Teachers

**Goal 5: All students at Grass Lake High School will demonstrate academic achievement through the implementation of the 1 to 1 technology initiative.**

### Measurable Objective 1:

100% of Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency in utilizing their technology to enhance academic achievement based on state standardized tests in Reading by 06/15/2017 as measured by state standardized tests.

## School Improvement Plan

Grass Lake High School

### Strategy 1:

Digitizing Curriculum - All teachers will upload their curriculum to the school's learning management system by June 2017.

Category: Other - All Teachers

Research Cited: Center for the Advanced Study of Technology Leadership in Education

Tier:

Activity - Schoology	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will start digitizing their curriculum onto Schoology LMS and using it to enhance student learning and academic achievement.	Academic Support Program, Technology			07/14/2016	06/15/2017	\$100000	General Fund	Dr. Kiser and Brian Thompson, all teachers

### Strategy 2:

Professional Development - Teachers will attend a two day training in Grand Rapids and will be provided training in Chrome books, Schoology, and other relevant topics and applications.

Category: Learning Support Systems

Research Cited: Learning Forward by Hayes Mizell

Tier:

Activity - PLC Collaboration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will collaborate with one another on technology tools, websites, methods, and other technology uses.	Professional Learning, Academic Support Program		Getting Ready	08/01/2016	06/15/2017	\$250000	Other	Brian Thompson

### Strategy 3:

Parent/Student Communications - Parents and students will be able to access curriculum, assignments, grades, teachers via Schoology.

Category: Technology

Research Cited: "Parent Involvement in Education" by Kathleen Cotton and Karen Reed Wikelund

Tier:

Activity - Parent Technology Forums	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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**School Improvement Plan**

Grass Lake High School

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We will have two dates in 2016-2017 where we will hold parent forums to educate parents on how to use Schoology to access curriculum, assignments, grades, and other important technology issues.	Technology			01/09/2017	06/15/2017	\$500	General Fund	Brian Thompson
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## 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
Review	All Social Studies teachers will return graded practice tests and work with students to analyze the results.	Curriculum Development		Evaluate	09/01/2015	06/15/2017	\$0	Joel Cook, Angelee Conors, Chris Reul & Jessica O'Loughlin
Course Edit	Each teacher will evaluate each course and its components compared to the Common Core State Standards.	Curriculum Development		Evaluate	08/01/2016	06/15/2017	\$0	Brad Coffey, Sarah Bunde, & April Fulara
SAT Question Incorporation	Edit state standardized preparatory evaluation (4 questions) for each strand for a total of 20 questions). Results will be stored in Illuminate for review.	Curriculum Development	Tier 1	Getting Ready	08/02/2016	06/15/2017	\$0	Brad Coffey, Sarah Reichow & April Fulara
Lesson Plan Designing	Teachers will design lessons that incorporate more scientific reasoning.	Supplemental Materials, Teacher Collaboration, Materials, Technology		Implement	08/15/2016	06/15/2017	\$0	Paul Dornfeld, Stephanie Hoppe, and Andrea Clark
Incorporate	All social studies teachers will utilize SAT reading passages focused on social studies topics into lesson plans.	Academic Support Program		Implement	08/01/2016	04/20/2017	\$0	Joel Cook, Angelle Connors, Chris Reul & Jessica O'Loughlin
Core Common Standards Practice Tests	Social Studies teachers will tie specific strands from CCSS into practice tests at the 9-12 grade level and enter results into Illuminate.	Direct Instruction		Implement	09/01/2016	06/15/2017	\$0	Joel Cook

## School Improvement Plan

Grass Lake High School

Common Planning	Common Planning Meeting time will be provided to inform the high school staff of the writing objectives, goals, and changes made to the process.	Teacher Collaboration		Implement	08/15/2016	08/15/2016	\$0	Brian Thompson, Courtney Byers, Amy Janz & Bonnie Long
Analysis	Social Studies teachers will review the results using Illuminate to diagnose specific areas of weakness.	Curriculum Development		Evaluate	09/01/2016	06/15/2017	\$0	Joel Cook

### Other

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
PLC Collaboration	Teachers will collaborate with one another on technology tools, websites, methods, and other technology uses.	Professional Learning, Academic Support Program		Getting Ready	08/01/2016	06/15/2017	\$250000	Brian Thompson

### General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Schoology	Teachers will start digitizing their curriculum onto Schoology LMS and using it to enhance student learning and academic achievement.	Academic Support Program, Technology			07/14/2016	06/15/2017	\$100000	Dr. Kiser and Brian Thompson, all teachers
Practice Writing	Administer the 3 SAT-like writing prompts or related SAT activities to students per semester.	Teacher Collaboration		Implement	09/01/2016	06/15/2017	\$300	English department teachers
Collecting Mapping Guides	Creating electronic copies of mapping guide.	Curriculum Development	Tier 1	Getting Ready	08/01/2016	06/15/2017	\$50	Brad Coffey
Parent Technology Forums	We will have two dates in 2016-2017 where we will hold parent forums to educate parents on how to use Schoology to access curriculum, assignments, grades, and other important technology issues.	Technology			01/09/2017	06/15/2017	\$500	Brian Thompson
Data Collection	Teachers will score each writing or related activity and give students their scores and feedback..	Professional Learning		Monitor	09/01/2016	06/15/2017	\$500	All English Teachers