School Improvement Plan

Annapolis High School

Dearborn Heights School District #7

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Dearborn Heights, MI 48125

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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?

The enrollment at Annapolis High School has remained relatively stable at approximately 850 students during the past three years. During the past decade, our school of choice enrollment has dramatically increased to the current +40%. This percentage is about the same in all of our district schools.

Dearborn Heights School District #7 is one of three public school Districts located in the Detroit suburb of Dearborn Heights, Michigan. Like many suburban Detroit cities, Dearborn Heights has experienced widely changing demographics and revenue losses due to the poor economic conditions in southeast Michigan. There are currently three elementary schools, one middle school, one high school, and a virtual academy that services high school age students. In June 2013, the state superintendent of schools labeled Dearborn Heights School District #7 "Category 3 -- Districts with projected increased deficits on June 30." As a result, our district has just closed one elementary and reconfigured the other three into K-1, 2-3, and 4-5 grade buildings as a cost-savings measure.

According to 2012 census data, D7 Schools serve a resident population of 13,779. Within the District, the median household income is $45,936 (down from $64,021 in 2005). Nearly 10% of households are single-parent households with children and the number of rental at homes within the district community is now almost 11% of the households. The percentage of adults with a high school diploma has dropped to 41%. Now only about 4% of the D7 population holds a Bachelor's Degree.

School's Purpose

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

The mission of Annapolis High School, in partnership with students, parents, and the community is "Achieving Higher Standards." This statement was the result of visiting our prior mission statement. The prior statement had been "to provide a safe, caring environment where all students can develop their potential and become productive, contributing citizens of an ever-changing society." The school improvement team felt there needed to be a more simplistic statement that embodied all that we are trying to achieve with our students. A new statement needed to be able to describe the daily atmosphere of the school.

Despite the limitations of size, the school offers a full core curriculum as well as electives in English, Science, Business, Computers, Foreign Language, Math, Music, Life Management, Art, Social Studies and AP courses in Math and English. Students have an opportunity to participate in dual- enrollment by attending colleges in the Detroit metropolitan area.

Additionally, a vocational partnership is on-going between the three Dearborn Heights school districts (District7, Crestwood, Westwood). Students in the partnership districts may attend three-hour block courses offered at each of the three high schools as well as AP courses offered at Crestwood. Transportation is provided by the partnership schools through a busing service for the participating students. Annapolis High School offerings include Cisco Networking, Computer-Aided Drafting and Graphic Communications.

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.

Our graduation rate has improved due to the Credit Recovery program. Each year, the number of graduates committing to higher education - whether college or trade school - has been increasing. This June, 99% of our graduates had plans for continuing their education. In addition, our financial aid numbers increased as well. We are please that our teacher/parent communication continues to improve through email, web pages, Parent Connect, Teleparent and newsletters.

We are striving to improve student reading and writing. With the incorporation of Common Core activities, we expect that these areas will be addressed throughout the disciplines, including Career Technical Education classes.

Additional Information

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

We attempt to meet the needs of our students in a variety of ways. Annapolis is on a trimester schedule with the school day consisting of six instruction periods: five traditional 67 minute classes and one 21 minute Multi-Purpose Period (MP2). This period serves as a combination homeroom/seminar which provides time for mentoring, tutoring, study skills improvement, preparation and exploration of careers, higher education research and exploration, and extra curricular activity and class meetings.

Students also have the opportunity for a number of support services. These include:
>a math support class for at-risk students during the school day,
>a second chance to complete past due work at a Saturday school (ARO),
>an after-school teacher staffed tutoring/homework program (AAA).

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.

All teachers continue to be a part of the improvement process and are given time during monthly staff meetings as well as during their professional learning communities to work on school improvement. Students are sought out to serve on the building school improvement committees through recommendations by staff. There is one from each grade level 10-12 and they serve a three year term beginning in their 10th grade year. Parents are asked to volunteer to be a part of the committee through recommendations of administration or the PTO. Individuals are informed of their roles as they are asked to serve on the committees and are allowed to select the committees that they want to serve on within the school improvement process. Meetings are planned around the schedules of the participants. Most of the meetings are held immediately after school in the afternoon with some of them being held on late arrival days. PTO members are regularly updated on school improvement activities at monthly PTO meetings.
Students, parents, and staff are also given the opportunity to participate in the process through surveys that are administered at various times throughout the process.

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

As mentioned in the previous section, all teachers were a part of the development through looking at data, answering questions on surveys and questions asked through self evaluation instruments that were filled out to satisfy State requirements. In addition student and parent representatives were also a part of this process.

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 Plan was published and made available to all stakeholders through our website. Updates are given through reports to the public in meetings and newspapers.

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 and challenges as well as directions for improvement based on an analysis of data and responses to a series of data - related questions in content areas. This data collection and analysis process should include the identification of achievement gaps as well as reflections on possible causes for these gaps. This diagnostic represents the various types of data that should be continuously collected, reviewed, analyzed and evaluated. Completion of the SDA is one piece of a school's comprehensive needs assessment process.

Demographic Data

Demographic data is data that provides descriptive information about the school community. Examples may include enrollment, attendance, grade levels, race/ethnicity, gender, students with disabilities, English learners, socio-economic status, graduation rate, suspensions/expulsions, etc.

Student Demographic Data

1. In looking at the three year trend in student enrollment data, what challenges have been identified?

The challenge in maintaining a stable student enrollment has been difficult. We continue with a widespread outreach to neighboring districts to encourage enrollment in our School of Choice program.

Student Demographic Data

2. In looking at the three year trend in student attendance data, what challenges have been identified?

Attendance challenges are first hour absenteeism. While this often occurs with underclassmen as they come to terms with attendance requirements, some causes might be due to inclement weather or travel difficulties.

Student Demographic Data

3. In looking at the three year trend in student behavior data (discipline referrals, suspensions and expulsions), what challenges have been identified?

Much of the discipline is in regards to attendance and tardy issues. With progressive discipline, a challenge is in getting students to complete the minimum disciplinary requirement before it snowballs into more severe disciplinary measures."Community service" assignments are given as an initial disciplinary action - but if not completed, students may face suspension as a further action.

Student Demographic Data

4. What action(s) could be taken to address any identified challenges with student demographic data?

We have modified our attendance policy for all students in order to primarily address the out-of-district student who may have a longer commute. We have added an additional tardy (for all students) for 1st hour before a penalty is given - and have eliminated suspensions based on 1st hour tardies.

Teacher/School Leader(s) Demographic Data

5. As you review the number of years of teaching and administrative experience of the school leader(s) in your building, what impact might this have on student achievement?

As staff gains additional experience, they have been better able to identify student needs and are more willing to adopt alternative and supplemental strategies for improve student achievement.Our experienced principal has been involved with NCA/AdvancEd activities and visitations for many years and has been able to guide us in the school improvement process.

Teacher/School Leader(s) Demographic Data

6. As you review the number of years of teaching experience of teachers in your building, what impact might this have on student achievement?

With additional experience, teachers are better able to collaborate and determine best practices to improve student achievement. Our departmental PLCs consistently review student data and collaborate on ways to improve student achievement.

Teacher/School Leader(s) Demographic Data

7. As you review the total number of days for school leader absences and note how many were due to professional learning and /or due to illness, what impact might this have on student achievement?

The principal is an AdvancED team leader and attends professional development and school visitations. Additionally, he frequently attends professional development opportunities at the intermediate school district. He is better able to share what staff needs to address to improve student achievement.

Teacher/School Leader(s) Demographic Data

8. As you review the total number of days for teacher absences due to professional learning and/or illness, what impact might this have on student achievement?

Teachers are eager to implement what they have learned at workshops or training sessions. Annapolis is very selective about the substitutes it employs - and all are expected to deliver the carefully crafted lesson plans left by the teacher in order to maintain continuity in learning. Student achievement is always the goal.

Teacher/School Leader(s) Demographic Data

9. What actions might be taken to address any identified challenges regarding teacher/school leader demographics?

An ongoing Principal Advisory Committee identifies and rectifies challenges as they might arise.

Process Data

Process data is information about the practices and procedures schools use to plan, deliver and monitor curriculum, instruction and assessment.

10. In reviewing the results of the School Systems Review or the Interim Self Assessment/Self Assessment, what strands/standards/indicators stand out as strengths?

Standard 1: Purpose and Direction (3.0)
Standard 2: Governance and Leadership (3.17)
Standard 3: Teaching and Assessing for Learning (3.17)

11. In reviewing the results of the School Systems Review or the Interim Self Assessment/Self Assessment, what strands/standards/indicators stand out as challenges?

Standard 4: Resources and Support Systems (2.86)

12. How might these challenges impact student achievement?

The challenging indicators hinged on budgetary constrictions. Facilities and technology infrastructure are challenging. We anticipate holding a Technology Bond this fall and if it passes, many student challenges will be eliminated and opportunities will be provided.

13. What actions could be taken and incorporated into the School Improvement Plan to address these challenges from the School Systems Review or the Interim Self Assessment/Self Assessment.

Evidences of the challenges identified above are in the Interim Self Assessment. We are confident that the Technology Bond will pass and many of these challenges can be addressed.

14. How do you ensure that students with disabilities have access to the full array of intervention programs available i.e. Title I, Title III, Section 31a, IDEA, credit recovery, extended learning opportunities?

Our counseling staff and Special Education department works very closely with administrators and staff to see that students are appropriately identified and services provided.

15. Describe the Extended Learning Opportunities that are available for students and in what grades they are available?

During the school day at the high school level. the Academic Support class is taught by a certified special education teacher, while many classes are co-taught by both a general ed and special ed teacher. After school, Annapolis Academic Assistance (AAA) is designed to help struggling students develop and maintain good study habits. Our Saturday program, Academic Recovery Opportunity (ARO) allows students

with attendance problems due to absences, suspensions, etc. to make up those absences for credit.

16. What is the process for identifying students for Extended Learning Opportunities and how are parents notified of these opportunities?

Students are recommended by teachers for the AAA program listed above. Teachers meet with the student, with the parents and a counselor or administrator to discuss possible enrollment.
Students must initiate enrollment into the ARO program. It is their responsibility to sign up, make teacher contact and attend the Saturday program.
Tutoring assistance is informally provided depending on the individual needs of students.
Parents are introduced to our Extended Learning Opportunities during Freshman Orientation. Additional information is distributed to all parents during parent/teacher conferences and during meetings with counselors.

17. What evidence do you have to indicate the extent to which the state content standards are being implemented with fidelity i.e. horizontal and vertical alignment, in all content courses and grade levels?

The departments maintain carefully developed curricula and pacing guides that identify all content standards. "I Can" statements that address each day's standards are posted for students to see in every class.All lessons and assessments address the appropriate standards and are available on the staff shared drive.

18. How does your school use health survey/screener results (i.e. MIPHY) to improve student learning? Answer only if you completed a health survey/ screener.

N/A

Achievement/Outcome Data

Achievement/outcome data tell us what students have learned. These include classroom-level, benchmark, interim and formative assessment data as well as summative data such as standardized test scores from annual district and state assessments. If the school completed the Student Performance Diagnostic for the AdvancED External Review, please insert 'See Student Performance Diagnostic' in each text box.

19a. Reading- Strengths

The trend for the last three years shows that we are improving - but the last two are the same at 56%. The highly proficient number has increased in 2014 over 2013.
The Language Arts teachers have focused on Reading improvement through "Choice Reading" and allotting time within the class hour for student reading. Students have access to new materials through both ELA classroom libraries and the Library Media Center.

19b. Reading- Challenges

Students come to us with differing reading abilities. Often, out of district students tell us there was no school library in their previous experience. We are introducing them to reading opportunities they've never had before.

19c. Reading- Trends

The trend for the past three years appears to be increasing but the last two are the same at 56% - however,when looking at the levels - the highly proficient has increased in 2014 over 2013

19d. Reading- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

While it is not included in this year's plan, preparations are underway for addressing this portion of literacy. ELA teachers attended extensive reading PD last year and Social Studies and Science teachers will be attending the PD this year. Literacy will be addressed through Common Core in the near future.

20a. Writing- Strengths

According to MME date, our greatest improvement followed the 2009 school year when we went from 39% to 43% proficiency. The trend now is hovering at about 44%.

20b. Writing- Challenges

To convince all teachers across the curriculum to embrace writing has been a challenge. In alignment with Common Core, more teachers are including writing activities. Those who have embedded writing into their curriculum see its benefit.

20c. Writing- Trends

As per MME data, the proficiency trend in writing has improved marginally in the last five years but holds at about 45%.

20d. Writing- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

Writing Improvement has been a school improvement goal for the last five years. While we struggled with embedding writing assignments into all classes across the curriculum, the implementation of Common Core has helped with the literacy shift. This shift will continue to be evident as departments upgrade their curricula.

21a. Math- Strengths

The staff within our math department is our greatest strength. Student proficiency hovers in the low 20%s. Our strengths are in our constant monitoring of data and our flexibility in meeting student needs.

21b. Math- Challenges

Many of the students do not possess the fundamentals and maturity to tackle advanced math. Offering a Math Support class did not provide the success we had sought.

21c. Math- Trends

In 2009-10, we had a 14% proficiency rating. Our trend as been a very slow growth to the current 23%. We have made a number of curricular adjustments to best accommodate all students - including a newly revised sequence of delivery to begin this fall.

21d. Math- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

Math Improvement is an ongoing goal. Clearly, we have a way to go.This year, we are structuring our courses differently in order to provide for additional time for mastery within our trimester system. Additionally, we are sequencing our Algebra courses back-to-back to better

transition from one class to the next. Geometry will follow.

22a. Science- Strengths

While proficiency improvement is low, we have improved from 16% to 25% over the past four years. Teachers have a strong PLC and review data continuously. They have recently moved towards project-based learning and implement web-based instruction.

22b. Science- Challenges

The greatest goal is to help more students reach proficiency and college readiness. Embedding Common Core literacy into Science is a challenge we are facing.

22c. Science- Trends

While the percentage of students who are proficient is trending slightly upwards, we need vast improvement.

22d. Science- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

N/A This challenge will be addressed in the fall of 2016.

23a. Social Studies- Strengths

We have added AP courses to the Social Studies curriculum and are able to offer a variety of Social Studies electives. They have a strong PLC and all teachers within the department have considerable experience.

23b. Social Studies- Challenges

An upcoming challenge is that the department will just be starting a year-long professional development training in Common Core literacy.Teachers will need to update their curricula and pacing guides.

23c. Social Studies- Trends

Proficiency trends are level in the mid-30s.

23d. Social Studies- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

N/A. There are no plans to address Social Studies in the SIP this year. We are completing our 5-year cycle this year, to be culminated by hosting a visiting team in the spring. We will be revisiting selection of new goals next year.

Perception Data

Perception data is information collected that reflects the opinions and views of stakeholders. If the school completed the Stakeholder Feedback Diagnostic for the AdvancED External Review, please insert 'See Stakeholder Feedback Diagnostic' in each text box for survey feedback already collected from students, parents and staff.

24a. Student Perception Data

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

The opportunity to achieve Credit Recovery in order to graduate on time despite course failures.

24b. Student Perception Data

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

They disapprove of school policies that include dress code, strict attendance and cell phone prohibition.

24c. Student Perception Data

What actions will be taken to improve student satisfaction in the lowest area(s)?

The Principal's Advisory Committee has approved the modification of the dress code policy to be more liberal. As mentioned above, our tardy policy has been altered to be more flexible.

25a. Parent/Guardian Perception Data

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

Our previous parent survey may now be outdated. We intend to survey parent this school year as we conclude our NCA/AdvancEd Cycle.

25b. Parent/Guardian Perception Data

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

See above.

25c. Parent/Guardian Perception Data

What actions will be taken to improve parent/guardian satisfaction in the lowest area(s)?

See above.

26a. Teacher/Staff Perception Data

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

The areas of greatest satisfaction are our student support services, our Code of Conduct, and the high expectations we set for students.

26b. Teacher/Staff Perception Data

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

The difficulty of monitoring and enforcing a rigid dress code is time consuming.

26c. Teacher/Staff Perception Data

What actions will be taken to improve teacher/staff satisfaction in the lowest area(s)?

Based on input from the Principal's Advisory Committee, the dress code has been modified for this school year to be less rigid and more realistic.

27a. Stakeholder/Community Perception Data

What area(s) indicate the overall highest level of satisfaction among stakholders/community?

Stakeholder survey information is not current. Another survey will be administered this school year.

27b. Stakeholder/Community Perception Data

What area(s) indicate the overall lowest level of satisfaction among stakholders/community?

See above.

27c. Stakeholder/Community Perception Data

What actions will be taken to improve the level of stakeholder/community satisfaction in the lowest area(s)?

See above.

Summary

28a. Summary

Briefly summarize the strengths and challenges identified in the four kinds of data-demographic, process, achievement/outcomes and perception.

Our increase in School of Choice student is both a strength and a challenge. We continue to encourage out of district students to join our small school. The tardy/absence has been revised in order to accommodate these and all students who have travel difficulties.
We have experienced teachers who continue to involve themselves in appropriate professional development. This year, Science and Social Studies teachers will follow the lead that our ELA teachers took last year in ongoing Common Core literacy training.
We have an outstanding Special Ed department that works closely with teachers in identifying and addressing accommodations for students.
Mentioned often within this report are our Extended Learning Opportunities. Additionally, we were selected for, and are participating in, an On-Time Graduation Project through REL Midwest Regional Educational Laboratory.

28b. Summary

How might the challenges identified in the demographic, process and perception data impact student achievement?

Attendance/tardy issues with our students who live a distance from school is now being addressed to lessen credit impact. As noted, our Extended Learning Opportunities provide assistance to students during and beyond the school day to help them find success. These accommodations have always created a positive perception in the past to all stakeholders. We will be doing an extensive survey with all this spring as we conclude this SI cycle.

28c. Summary

How will these challenges be addressed in the School Improvement Plan's Goals, Measurable Objectives, Strategies and Activities for the upcoming year? For Priority Schools, which of these high need areas will inform the Big Ideas and the Reform/Redesign Plan?

With a few adjustment in strategies, we will be continuing the ongoing School Improvement Plan through the end of this year, which concludes our SI cycle. A visiting team will be joining us this spring. This past year, our graduation rate rose from 78% last year to 87% this year. We will continue to monitor school policies to assure that they provide a successful learning environment.

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
1.	Literacy and math are tested annually in grades 1-5.	No		

Label	Assurance	Response	Comment	Attachment
2.	Our school published a fully compliant annual report. (The Annual Education Report (AER) satisfies this). If yes, please provide a link to the report in the box below.	Yes	http://www.district7.net/annapolis/about/AHS_AER.html	

Label	Assurance	Response	Comment	Attachment
3.	Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.	Yes	Counseling Department	

Label	Assurance	Response	Comment	Attachment
4.	Our school reviews and annually updates the EDPs to ensure academic course work alignment.	Yes	Counselors meet with students to do this.	

Label	Assurance	Response	Comment	Attachment
5.	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	This can be found on the district website and in all our publications such as the student handbook, curriculum guide, etc.	

Label	Assurance	Response	Comment	Attachment
6.	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	Susan Mitchell Director of Special Education 20629 Annapolis St. Dearborn Heights, MI 48125 313-278-1900 ext 226	

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

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

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

Plan for School Improvement Plan 2015-16

Overview

Plan Name

Plan for School Improvement Plan 2015-16

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 will improve their math proficiency.	Objectives: 1 Strategies: 4 Activities: 6	Academic	$0
2	-All students will improve their persuasive/argumentative writing proficiency.	Objectives: 1 Strategies: 4 Activities: 5	Academic	$700
3	-All students will improve their personal responsibility.	Objectives: 2 Strategies: 4 Activities: 4	Organizational	$55500

Goal 1: -All students will improve their math proficiency.

Measurable Objective 1:

70% of Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in appropriate high school level skills in Mathematics by 05/13/2016 as measured by standardized and local summative assessments.

Strategy 1:

Develop Standardized Math Curriculum - Beginning in 2008, the math department standardized the math curriculum by developing pacing guides for all math classes offered at the high school. Each member of the department has ownership of a specific class and maintains a copy of the pacing guide. The owner of a class updates the pacing guide as needed with the approval of the department.

Category:

Research Cited: "Michigan Curriculum Framework." Mathematics Including Teaching and Learning Sample Activitiews. Michigan Department of Education. Web. 27 Jun 2013. <http://www.michigan.gov/documents/MathematicsTeachingLearning_11626_7.pdf>.

Tier:

Activity - Professional Learning Community Collaboration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional Learning Communities were designed to establish and continue ongoing evaluation of common pacing guides for all math classes.	Professional Learning			09/08/2008	05/13/2016	$0	No Funding Required	All members of the math department participate in this ongoing effort.

Activity - Data Analysis	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Data from local and standardized assessments will be analyzed to determine weaknesses in curriculum. This data will also be used to deterine areas for individual student improvement.	Academic Support Program			09/03/2013	05/13/2016	$0	No Funding Required	Math department members.

Activity - Restructuring of Math Course Sequence	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Algebra I and Algebra II are being restructured into full year classes instead of single trimesters. This additional time will provide depth of instruction and learning that will replace the Math Support class that was offered when each class was a single trimester. Additionally, the Algebra courses will be sequenced back-to-back instead of having Geometry offered after Algebra I.	Direct Instruction	Tier 1	Implement	09/08/2015	06/13/2016	$0	No Funding Required	Classes will be offered by members of the Math Department.

Strategy 2:

Common Unit Assessments - All students are given the same unit assessments and final exams.

Category:

Research Cited: DuFour, Rick, Becky DuFour, and Bob Eaker. "The Case for Common Formative Assements." AllThingsPLC. (2007): n. page. Web. 27 Jun. 2013.

<http://www.allthingsplc.info/wordpress/?p=49>.

Tier:

Activity - Professional Learning Community Collaboration Part II	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Common unit assessments and common final exams were developed and are continuously reviewed and updated during allotted Professional Learning Community times. PLC meeting times are scheduled during district-wide Late Start Mondays.	Professional Learning			09/08/2008	05/13/2016	$0	No Funding Required	All members of the math department regularly collaborate on this activity.

Strategy 3:

Classroom Math Libraries - Teachers have developed available resources for struggling students. Teachers maintain individual libraries within their rooms, supplied with personal materials. Additional resources include but are not limited to workbooks, worksheets, access to websites and reference books.

Category:

Research Cited: Wolpert-Gawron , Heather. "The Importance of a Classroom Library." Edutopia. (2008): n. page. Web. 27 Jun. 2013.

<http://www.edutopia.org/classroom-library-importance>.

Tier:

Activity - Ongoing Classroom Library Expansion	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Teachers continuously collect materials, both print and non-print, to add to their collections.	Academic Support Program			09/08/2008	05/13/2016	$0	No Funding Required	Members of the math department participate in maintaining this collection of materials. Teachers purchase these materials privately.

Strategy 4:

Online Resources - Online learning experiences are provided to struggling students through E-2020.

Category:

Research Cited: Humphrey, Brenda. E-Learning and Credit Recovery: Strategies for Success. Diss. Valdosta State University, 2006. Web.

<http://chiron.valdosta.edu/are/vol5no2/PDF/AREarticlesVol5no2/HumphreyB-AREarticle-vol5no2.pdf>.

Tier:

Activity - Supplemental Online Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will determine students who need additional resources to be successful in math. There are a variety of activities that are useful in differentiated learning.	Academic Support Program			09/08/2008	05/13/2016	$0	No Funding Required	Math department staff delivers online learning direction.

Goal 2: -All students will improve their persuasive/argumentative writing proficiency.

Measurable Objective 1:

70% of Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in persuasive/argumentative writing in English Language Arts by 05/13/2016 as measured by achieving a proficient score on the writing portion of the ACT/MME.

Strategy 1:

In-class Persuasive/Argumentative Writing Prompts - The Language Arts teacher will implement regular writing prompts.

School Improvement Plan

Annapolis High School

Category:

Research Cited: White, Edward M. Teaching and Assessing Writing: Recent Advances in Understanding, Evaluating, and Improving Student Performance.. 2nd ed.

San Francisco: Jossey-Bass Publishers, 1994. Print.

Tier:

Activity - Writing Prompts	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Language Arts teacher, in his/her core classes, will incorporate two paced persuasive/argumentative writing prompts over the course of each trimester. Both prompts will be embedded in the curriculum and will be determined by the grade- level English teacher. These activities will be included in required classes in all four grade levels.	Direct Instruction			09/09/2013	05/13/2016	$0	No Funding Required	English Department teachers will determine in their PLC appropriate and timely writing prompts to be used in their classes.

Strategy 2:

Department-wide Writing Rubric - A student-friendly rubric will be developed based on the 6 Traits of Writing.

Category:

Research Cited: Spandel, Vicki. Creating Writers Through 6-Trait Writing Assessment and Instruction. New York: Pearson Publishing, 2008. Print.

Tier:

Activity - 6-Traits Rubric	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The standardized ACT-style persuasive writing rubrics based on the 6 Traits of Writing will be revised to become more student-friendly. The rubric will be consistently used to target specific areas needed to improve student persuasive/argumentative writing. Students will learn the differing nuances between the two writing styles.	Evaluation			09/09/2013	05/13/2016	$0	No Funding Required	Language Arts teachers will collaborate on the development of this rubric.

Strategy 3:

Cross-curricular Writing - Core curricular teachers will embed argumentative writing into their curriculum. This strategy is based on the assumption that Michigan will

adopt and implement the Common Core Curriculum.

Category:

Research Cited: Michigan . Department of Education. Literacy Standards for History/Social Studies, Science, and Technical Subjects. Lansing: , 2010. Web

<http://www.michigan.gov/documents/mde/6-12_Literacy_CC_-_GLCE-HSCE_SC_4-22-10_Alignment_319478_7.pdf>.

Tier:

Activity - Staff Inclusion of Persuasive/Argumentative Writing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
As we transition into the inclusion of Common Core Literacy in History/Social Studies, Science, and Technical Subjects, teachers in those classes will embed argumentative writing into their curriculum.	Direct Instruction			09/09/2013	05/13/2016	$0	No Funding Required	History/Social Studies, Science, and Technical Subjects teachers will incorporate argumentative writing under the direction of the Language Arts teachers.

Activity - Teacher Training in Writing Analysis and Artifacts to Engage Inquiry	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
RESA-PD: Delving Deeper into the Common Core. "Teachers will meet in collaborative teams to analyze student writing and artifacts to engage in reflective inquiry for the purpose of improving instruction across the curriculum." (Dates indicate school year in which teachers will attend training.)	Professional Learning	Tier 2	Implement	09/08/2015	05/13/2016	$700	Title II Part A	Social Studies and Science teachers in teams of two will attend this training.

Strategy 4:

SAT/MME Writing Prep - Prior to the administration of the MME, students will practice their writing using SAT prompts as we begin to incorporate this new test.

Category:

Research Cited: The Impact of the Sat and Act Timed Writing Tests: Report from the NCTE Task Force on SAT and ACT Writing Tests. Urbana: NCTE, 2005. Web. 27

Jun. 2013 <http://www.ncte.org/library/NCTEFiles/PD/Kits/SAT-ACT-tf-report.pdf>.

Tier:

Activity - Writing SAT-style Writing Prompts	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Prior to the administration of the MME, students will review the differences between argumentative and persuasive writings. They will be able to identify which style is required by the prompt that is provided.	Direct Instruction			09/08/2015	05/13/2016	$0	No Funding Required	Language Arts teachers will administer these writing activities.

Goal 3: -All students will improve their personal responsibility.

Measurable Objective 1:

collaborate to assist students in taking responsibility for their academic performance by 05/13/2016 as measured by improved graduation rates.

Strategy 1:

Freshman Graduation Promise - Within their Multipurpose Period, freshman students will undertake a number of activities to commit to graduate on time.

Category:

Research Cited: Josten's COMMITTMENT TO GRADUATE (C2G) Program.

Tier:

Activity - Picture and Pledge	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Freshman students will sign a pledge to graduate with their class. Additionally, a picture will be taken of each student posing in a cap and gown.	Academic Support Program			09/07/2010	05/13/2016	$0	Other	Each 9th grade MP2 teacher will be responsible for his/her own class.

Strategy 2:

Credit Recovery - Students that are not on track for graduation will participate in an after-school / evening program designed to make up credits utilizing a rigorous

online program.

Category:

Research Cited: Dessoff, Alan. "Reaching Graduation with Credit Recovery." District Administration. (2009): n. page. Web. 20 Aug. 2013.

<http://www.districtadministration.com/article/reaching-graduation-credit-recovery>.

Tier:

Activity - Credit Recovery Classes	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will make up missing credits by taking rigorous online classes under the proctorship of certified teachers. The minimum passing level is 70%. Each student must score a minimum of 70% on each assignment and assessment to progress through the class.	Academic Support Program			09/06/2011	05/13/2016	$55000	Section 31a	Cheryl Howard, Assistant Principal, and designated teachers.

Measurable Objective 2:

collaborate to acknowledge positive performance and effort in classes by 05/13/2016 as measured by reinforcements of academic success and positive performance.

Strategy 1:

Academic Breakfast - Students who either maintain perfect attendance or acheive a GPA of 3.5 (Gold Honor Roll) over first or second trimester will be invited to an academic breakast in recognition of their efforts.

Category:

Research Cited: Renchler, Ron. Student Motivation, School Culture, and Acaedmic Achievement: What School Leaders Can Do. Eugene: ERIC Clearinghouse on Educational Management, 1992. Print.

Tier:

Activity - Academic Breakfast	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be invited to a breakfast for acheiving a particular GPA over a trimester.	Academic Support Program			09/06/2011	05/13/2016	$400	Other	The Parent Teacher Organization sponsors this program. It is the responsibity of the administration to implement this activity.

Strategy 2:

Student Stars - Student success will be acknowledged.

Category:

Research Cited: Allred, Carol Gerber. "Seven Strategies for Building Positive Classrooms." Positive Classroom. 66.1 (2008): n. page. Web. 20 Aug. 2013.

Tier:

Activity - Student Stars	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will recommend "stars" every term to acknowledge the efforts of students. Stars with students' name will be prominently displayed in a hallway showcase.	Academic Support Program			09/06/2011	05/13/2016	$100	General Fund	Jennifer Fynan

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Section 31a

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Credit Recovery Classes	Students will make up missing credits by taking rigorous online classes under the proctorship of certified teachers. The minimum passing level is 70%. Each student must score a minimum of 70% on each assignment and assessment to progress through the class.	Academic Support Program			09/06/2011	05/13/2016	$55000	Cheryl Howard, Assistant Principal, and designated teachers.

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
6-Traits Rubric	The standardized ACT-style persuasive writing rubrics based on the 6 Traits of Writing will be revised to become more student-friendly. The rubric will be consistently used to target specific areas needed to improve student persuasive/argumentative writing. Students will learn the differing nuances between the two writing styles.	Evaluation			09/09/2013	05/13/2016	$0	Language Arts teachers will collaborate on the development of this rubric.

Staff Inclusion of Persuasive/Argumentati ve Writing	As we transition into the inclusion of Common Core Literacy in History/Social Studies, Science, and Technical Subjects, teachers in those classes will embed argumentative writing into their curriculum.	Direct Instruction			09/09/2013	05/13/2016	$0	History/Soc ial Studies, Science, and Technical Subjects teachers will incorporate argumentati ve writing under the direction of the Language Arts teachers.
Supplemental Online Learning	Teachers will determine students who need additional resources to be successful in math. There are a variety of activities that are useful in differentiated learning.	Academic Support Program			09/08/2008	05/13/2016	$0	Math department staff delivers online learning direction.
Writing SAT-style Writing Prompts	Prior to the administration of the MME, students will review the differences between argumentative and persuasive writings. They will be able to identify which style is required by the prompt that is provided.	Direct Instruction			09/08/2015	05/13/2016	$0	Language Arts teachers will administer these writing activities.
Ongoing Classroom Library Expansion	Teachers continuously collect materials, both print and non-print, to add to their collections.	Academic Support Program			09/08/2008	05/13/2016	$0	Members of the math department participate in maintaining this collection of materials. Teachers purchase these materials privately.

Writing Prompts	The Language Arts teacher, in his/her core classes, will incorporate two paced persuasive/argumentative writing prompts over the course of each trimester. Both prompts will be embedded in the curriculum and will be determined by the grade-level English teacher. These activities will be included in required classes in all four grade levels.	Direct Instruction			09/09/2013	05/13/2016	$0	English Department teachers will determine in their PLC appropriate and timely writing prompts to be used in their classes.
Professional Learning Community Collaboration	Professional Learning Communities were designed to establish and continue ongoing evaluation of common pacing guides for all math classes.	Professional Learning			09/08/2008	05/13/2016	$0	All members of the math department participate in this ongoing effort.
Professional Learning Community Collaboration Part II	Common unit assessments and common final exams were developed and are continuously reviewed and updated during allotted Professional Learning Community times. PLC meeting times are scheduled during district-wide Late Start Mondays.	Professional Learning			09/08/2008	05/13/2016	$0	All members of the math department regularly collaborate on this activity.
Restructuring of Math Course Sequence	Algebra I and Algebra II are being restructured into full year classes instead of single trimesters. This additional time will provide depth of instruction and learning that will replace the Math Support class that was offered when each class was a single trimester. Additionally, the Algebra courses will be sequenced back-to-back instead of having Geometry offered after Algebra I.	Direct Instruction	Tier 1	Implement	09/08/2015	06/13/2016	$0	Classes will be offered by members of the Math Department.
Data Analysis	Data from local and standardized assessments will be analyzed to determine weaknesses in curriculum. This data will also be used to deterine areas for individual student improvement.	Academic Support Program			09/03/2013	05/13/2016	$0	Math department members.

Other

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible

Academic Breakfast	Students will be invited to a breakfast for acheiving a particular GPA over a trimester.	Academic Support Program			09/06/2011	05/13/2016	$400	The Parent Teacher Organizatio n sponsors this program. It is the responsibit y of the administrati on to implement this activity.
Picture and Pledge	Freshman students will sign a pledge to graduate with their class. Additionally, a picture will be taken of each student posing in a cap and gown.	Academic Support Program			09/07/2010	05/13/2016	$0	Each 9th grade MP2 teacher will be responsible for his/her own class.

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsibl e
Student Stars	Staff will recommend "stars" every term to acknowledge the efforts of students. Stars with students' name will be prominently displayed in a hallway showcase.	Academic Support Program			09/06/2011	05/13/2016	$100	Jennifer Fynan

Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsibl e
Teacher Training in Writing Analysis and Artifacts to Engage Inquiry	RESA-PD: Delving Deeper into the Common Core. "Teachers will meet in collaborative teams to analyze student writing and artifacts to engage in reflective inquiry for the purpose of improving instruction across the curriculum." (Dates indicate school year in which teachers will attend training.)	Professiona l Learning	Tier 2	Implement	09/08/2015	05/13/2016	$700	Social Studies and Science teachers in teams of two will attend this training.