School Improvement Plan

Caledonia High School

Caledonia Community Schools

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Caledonia High School 2014-15

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?

Caledonia High School has approximately 1400 students in a middle/upper-middle class rural/suburban community just south of Grand Rapids, Michigan. The community of Caledonia has experienced significant growth in the past three years in terms of new house construction. The demographic makeup of the community/staff/students is predominantly caucasian, though there has been an increase in minority students the past several years, primarily due to school of choice.

The size of the school district encompasses 100 square miles, which can pose challenges as the district is quite spread out. Continued student growth has also posed challenges in terms of space within buildings, especially at the high school. The recent passing of a bond issue will result in building a 9+ building, thus alleviating space concerns.

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 district purpose statement includes "In pursuit of excellence, Caledonia Community Schools will empower and equip all persons to achieve their best by ensuring the highest quality system for learning."

The goal of education at C.H.S. is to ensure that ALL students

graduating from Caledonia High School will have demonstrated competency in the following areas and will be able to:

- Demonstrate understanding of and concern for the global community.

- Demonstrate logical problem solving skills.

- Demonstrate ability to find, evaluate, and apply information.

- Demonstrate understanding of healthy physical, emotional, intellectual, and interpersonal habits.

- Demonstrate communication ability.

- Demonstrate aesthetic responsiveness and creativity.

- Demonstrate an understanding of career options.

The high school will train the body, teach the mind, feed the soul.

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.

Athletics has seen conference and district championships. The art students have received countless awards. The band, choir, and orchestra consistently receive division one ratings. Curriculum and instruction has seen improvement as each department has developed Professional Learning Communities consisting of grade level teams, common assessment, and sharing of vision. The school will also work towards improving stakeholder involvement in aspects of school management.

Additional Information

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

Nothing at this time.

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.

Stakeholders involved in development of the improvement plan include both district and building administration, as well as department chairs represent math, ELA, and science. Meeting dates were assigned by administration well in advance. Building administration communicates with parent Key Communicators in regards to the improvement plan process.

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

The representations from stakeholder groups include the department chairs representing the math, ELA, and science departments, and both district and building administrors. Their responsibilities in this process include developing and implementing the changes needed to incorporate the school improvement plan.

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 improvement plan is communicated to all stakeholders though monthly impact meetings, monthly department meetings, and team meetings. Department chairs will work regularly with departments, and with administration, in maintaining progress updates of activities pertaining to the plan.

School Data Analysis

Introduction

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

Student Enrollment Data

How do student enrollment trends affect staffing?

A growth in student enrollment correlates directly with staffing. As the student enrollment increases so does the staff.

How do student enrollment trends affect staff recruitment?

Caledonia High School has shown a slight enrollment growth in the past three years with a slight increase in staffing.

How do student enrollment trends affect budget?

As the student enrollment increases and the high school moves to a zero-based budgeting system, the high school will have more direct control and flexibility over its budget to meet the needs of a growing student population.

How do student enrollment trends affect resource allocations?

As the student enrollment increases and the high school moves to a zero-based budgeting system, the high school will have more direct control over its budget to meet the needs of a growing student population.

How do student enrollment trends affect facility planning and maintenance?

Caledonia Community School's recent enrollment growth led to passing a bond extension to update current facilities and create new space to accommodate future growth projections.

How do student enrollment trends affect parent/guardian involvement?

As student enrollment increases and staffing remains constant, the parent/guardian involvement becomes a more demanding task for educators. There are programs and online resources in place to facilitate parent involvement.

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

As student enrollment grows and staffing needs increase, there will need to be an emphasis on departmental collaboration and communication which will be facilitated by our professional learning community.

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

The student enrollment data shows the increase in enrollment puts a strain on facilities and staffing which initiated the passing of a bond to build new facilities which presents a new set of challenges.

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

The student enrollment data shows the increase in enrollment puts a strain on facilities and staffing which initiated the passing of a bond to build new facilities which presents a new set of challenges. Caledonia High School teachers will need to share classrooms until the new space becomes available.

What are the challenges you noticed based on student attendance?

Research shows the positive correlation between achievement and attendance. As societal changes affect family dynamics in regards to scheduling, school attendance suffers.

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

Our attendance personnel engages parents/guardians to educate them on the need for their student to attend school. The attendance policy is clearly communicated and attendance is monitored.

Student Achievement Data for All Students

This area includes data questions.

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

The content areas with the highest levels of student achievement include both Writing (67.6) and Reading (66.3).

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

During the 2012-13 school year, Writing showed growth in student achievement.

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

Caledonia High School does not surpass the state targets in performance in any content area.

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

The top 30% shows an increase in performance from "meets" to "exceeds" expectations based on MME scores.

What factors or causes contributed to improved student achievement?

Caledonia showed an increase in the top 30%. This is due to students becoming a homogenous self-tracking group by choosing more challenging courses due to individual flexibility in schedule.

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

The upper level is increasing based on the percentage of students that moved from "meets" to "exceeds" expectations. This is evident when reviewing the data. The enrollment in these courses and course offerings is increasing as well.

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

Student achievement is the lowest in science (36.9%) and mathematics (46.2%).

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

Math, reading, science, and social studies.

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

All content areas are below the state targets for performance.

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

The bottom 30% improved math, reading, science, writing.

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

The data indicates that students are trending in a positive direction, however, CHS experienced one-year dip in performance.

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

Overall, the special education subgroup scored significantly lower when compared to general education students.

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

Caledonia High School can improve achievement by having smaller class sizes and increased special education support. Additional awareness of the students who are in the bottom 30% can help CHS direct resources to meet their needs.

Subgroup Student Achievement

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

•African American or Black
•Female

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

•African American or Black

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

The achievement gap is closing in reading, social studies, and writing.

How do you know the achievement gap is closing?*

The data demonstrates the black subgroup's performance is outperforming the all-student's performance.

What other data support the findings?

The data MME Passing by Subgroup Over Time and the MME Demographic showing shows support for our findings.

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

The data group is so small that a one-child difference can cause a large change in the overall percentage.

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

A review of the data showed an increase in student performance in the black subgroup compared to the all-student category.

What actions could be taken to continue this positive trend?

Continue reviewing data to analyze each subgroup so we can better react to changes in overall trends and make individual teachers aware of

these subgroups.

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

- •Hispanic or Latino
- •Male
- •Economically Disadvantaged
- •Students with Disabilities

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

- •White
- •Male
- •Female
- •Economically Disadvantaged
- •Students with Disabilities

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

The achievement gap is greater for males in writing, hispanics in science, special ed in reading, and free & reduced lunch in science.

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

The achievement gap is becoming greater based on calculation from the MME Demographic Data Report and MME Passing by Subgroup Over Time.

What other data support the findings?*

The MME Demographic Data report as well as the MME Passing by Subgroup Over Time supports the findings.

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

The data group is so small that a one-child difference can cause a large change in the overall percentage.

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

We do not have enough individualized data to accurately respond to this question.

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

In order to close the achievement gap, Caledonia High School can continue to offer learning strategies courses and tutoring opportunities. Additionally, making individual teachers aware of this trend in achievement will help us better differentiate instruction.

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

There are too few of numbers to make the statistic relevant.

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

Students with disabilities are offered a full array of interventions through the special education's IEP process. Caledonia offers a credit recovery program as well.

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

Students designated 'at risk of failing' are identified by our registrar's office and teaching staff. From there, counselors are contacted and an intervention plan is developed.

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

Tutoring, teacher assisting before and after school, and strategies classes are available for students. Also, we offer three-trimester classes to identify students with alternate pacing needs.

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

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

Caledonia High School offers newsletters, orientation nights, announcements, conferences, Fighting Scot Newsletter, and the counselors office and What's New in the STU Newsletter.

Label	Question	Value
	What is the total FTE count of teachers in your school?	69.2

Label	Question	Value
	How many teachers have been teaching 0-3 years?	3.0

Label	Question	Value
	How many teachers have been teaching 4-8 years?	20.0

Label	Question	Value
	How many teachers have been teaching 9-15 years?	23.0

Label	Question	Value
	How many teachers have been teaching >15 years?	28.0

What impact might this data have on student achievement?

69% of the teaching staff has taught for greater than 9 years, and 96% of the staff has taught for 4 years or more. This kind of seasoned staff should have a positive impact on student achievement, both in terms of the teacher's subject knowledge and their classroom management skills. Low teacher turnover also has created a staff that works well together in doing what's best for students. As an aside, a large percentage of the staff is also involved in co-curricular offerings (athletics, fine arts, etc...): studies show teachers involvement in students' lives outside the classroom has a positive impact on students both in and out of the classroom.

Label	Question	Value
	Indicate the total number of days for teacher absences due to professional learning or professional meetings.	35.0

Label	Question	Value
	Indicate the total number of days for teacher absences due to illness.	195.0

What impact might this data have on student achievement?

Considering both days of illness and professional development days combined, the average number of days missed was approximately 3.5 days/teacher. Studies show a positive relationship between student achievement and having a teacher in front of his/her students. There is a catch twenty-two in this equation, as research also supports that teachers need to be exposed to professional development to help hone their craft. These PD days obviously keep a teacher out of the classroom. 35 days of professional development spread over 71 teachers is not a great number of days. It has kept teachers in front of kids, but possibly at the expense of further developing their skills, which also has a direct impact on student achievement. A good goal is to strike a balance each year, possibly setting up a PD rotation for teachers.

Perception Data - Students

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

The highest level of satisfaction among students is expectation that "they need to work hard."

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

We only have one year of data so we cannot accurately answer trend questions.

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

The lowest overall level of satisfaction among students is "make me excited about learning."

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

We only have one year of data so we cannot accurately answer trend questions.

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

The most positive perceptions of our students: CHS provides a positive and safe learning environment where children have many opportunities to get involved and the adults in the school treat all with respect and are willing to give of their extra time to help students. The staff provides a safe and nurturing environment and offers additional time to help students outside of the school day.

The most negative perceptions of our students: Being treated with fairness and being accepting of student differences. Differences in our students' backgrounds stand out due to a lack of diversity in our student population.

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

Caledonia High School will analyze data to survey areas of student dissatisfaction in order to make improvements and implement strategies to improve the school climate.

Perception Data – Parents/Guardians

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

Parents/guardians have an overall high satisfaction level with: Overall I respect the teachers, the building, and a pride in belonging to Caledonia High School.

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

We only have one year of data so we cannot accurately answer trend questions.

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

Parents/guardians have shown the overall lowest level of satisfaction with: the behavior of students, teachers helping students with time management, and parent involvement. Although these are the lowest by comparison, all are near a 3.5 out of a 5 point scale.

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

We only have one year of data so we cannot accurately answer trend questions.

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

Positive perceptions are a result of an exceptional staff and modern facilities.

Higher academic expectations/increased rigor, coupled with high participation in co-currricular activities, leads to increased demands on students' time.

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

Communication will continue to take place among students, educators, administrators and parents/guardians to create a more collaborative environment in order to best serve the students at CHS.

Perception Data – Teachers/Staff

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

Teachers are most satisfied with the high level of accountability both they and students are held to by administration, the numerous co-curricular opportunities offered to students, and the excellent facilities with which to work in.

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

As only one year of survey data has been produced, there is currently not enough information to establish any trends. Future surveys will be analyzed for the purpose of analyzing trends.

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

Staff feels that not all teachers provide timely feedback to students, and that not all teachers are using a variety of assessments to differentiate instruction.

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

No trends have been established due to having only one year's worth of survey information.

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

Staff appreciates the high-quality facilities and works hard to maintain them. A good relationship also exists between the staff and the building administrators, who have been working together just short of ten years.

A possible lack of communication between departments may be the cause of teachers feeling that the staff in general is not offering a variety of assessments.

Other

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

N/A

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

Impact (school improvement), Instructional Council, summer PLC conferences, individual department conversations, curriculum directors and administrators, and a community advisory group are all involved in the decision-making process.

The decision-making process is departmental with administrative guidance when needed. We have adopted a PLC system to direct our decisions regarding curriculum, instruction, and assessment.

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

Department team minutes, common assessments, changes in assessments, and classroom activities geared toward the CCSS type of testing indicate the extend to which the Common Core State Standards are being implemented.

School Additional Requirements Diagnostic

Introduction

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

School Additional Requirements Diagnostic

Label	Assurance	Response	Comment	Attachment
	Literacy and math are tested annually in grades 1-5.	Yes		

Label	Assurance	Response	Comment	Attachment
	Our school published a fully compliant annual report. (The Annual Education Report (AER) satisfies this). If yes, please provide a link to the report in the box below.	Yes		hs_aer_20140112_225520_5.pdf

Label	Assurance	Response	Comment	Attachment
	Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.	Yes	EDPs are updated by 9th graders and can be found on the students' Naviance sites.	

Label	Assurance	Response	Comment	Attachment
	Our school reviews and annually updates the EDPs to ensure academic course work alignment.	Yes	Counselors meet with each student annually to update EDP.	

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

Label	Assurance	Response	Comment	Attachment
	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	Building administrators are responsible for compliance.	

Label	Assurance	Response	Comment	Attachment
	The institution has a School-Parent Involvement Plan (that addresses Section 1118 activities) that is aligned to the District's Board Policy. If yes, please attach the School-Parent Involvement Plan below.	Yes	Per Caledonia Community Schools Administrative Policy 2112	CCS Parent Plan

Label	Assurance	Response	Comment	Attachment
	The institution has a School-Parent Compact. If yes, please attach the School-Parent Compact below.	Yes	Each building in the district has one or more parent key-communicators. Information about Key Communicators on district webpage is linked below.	http://www.calschools.org/community/key-communicators/

Label	Assurance	Response	Comment	Attachment
	The School has additional information necessary to support your improvement plan (optional).	Yes	Access to a wealth of information exists to support the building improvement plan: Infinite Campus student management system, and data warehouses, to name a few.	

Caledonia High School 2014-15

Overview

Plan Name

Caledonia High School 2014-15

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 be proficient in mathematics.	Objectives: 1 Strategies: 1 Activities: 4	Academic	$0
2	All students will be proficient in reading	Objectives: 1 Strategies: 1 Activities: 2	Academic	$1800
3	All students will be proficient in science	Objectives: 1 Strategies: 1 Activities: 3	Academic	$20
4	All teachers will implement Professional Learning Communities.	Objectives: 1 Strategies: 1 Activities: 2	Organizational	$2743
5	Teachers and administrators will begin the process of adopting the Marzano Framework.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	$4681
6	All students will be proficient in writing.	Objectives: 1 Strategies: 1 Activities: 2	Academic	$0

Goal 1: All students will be proficient in mathematics.

Measurable Objective 1:

62% of Eleventh grade students will demonstrate a proficiency on ACT/MME in Mathematics by 06/05/2015 as measured by assessing students meeting a level 1 or 2.

Strategy 1:

Collaboration 2014-15 - Teachers in the math department will continue to enhance collaborative efforts to design educational strategies that optimize learning and retention and employ interventions to improve student achievement.

Research Cited: Professional Learning Communities at Work- DuFour, DuFour and Eaker (2006)

Tier:

Activity - Math Alignment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Utilize resources for professional development in regards to alignment of the math curriculum from the middle to high school.	Policy and Process	Tier 1	Implement	08/27/2014	06/05/2015	$0	No Funding Required	high school math department, eighth grade math department, curriculum director

Activity - PLC Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monthly staff/department meetings will be held to implement PLCs. Primary emphasis to be on common assessments and student proficiency. Teams will meet a minimum of twice a trimester to analyze assessment data and discuss improvements and/or successes.	Teacher Collaboration	Tier 1	Implement	09/02/2014	06/05/2015	$0	No Funding Required	math department, CHS administration

Activity - Rework Models (T2)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Align all activities to CCSS and create interventions to improve student achievement.	Academic Support Program	Tier 2	Implement	05/20/2014	06/05/2015	$0	No Funding Required	CHS Math Department

Activity - Year Long Math Courses (T2)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

The Math Department will offer the three core courses: Algebra I, Geometry and Algebra II, in a three trimetster format.	Direct Instruction	Tier 2	Implement	09/02/2014	06/05/2015	$0	No Funding Required	Math Department

Goal 2: All students will be proficient in reading

Measurable Objective 1:

75% of Eleventh grade students will demonstrate a proficiency on ACT/MME in Reading by 06/06/2014 as measured by assessing students meeting a level 1 or 2.

Strategy 1:

Collaboration 2014-15 - Teachers in the ELA department will continue to enhance collaborative efforts to improve student achievement.

Research Cited: Professional Learning Communities at Work- DuFour, DuFour and Eaker (2006); Revisiting Professional Learning Communities at Work: New insights for improving schools- DuFour, DuFour and Eaker (2008); Universal Design for Learning- Council for Exceptional Children (2005).

Tier: Tier 1

Activity - PLC Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional development to continue developing PLCs; primary emphasis will be in the area of common assessments and alignment with CCSS.	Teacher Collaboration	Tier 1	Implement	09/02/2014	06/05/2015	$0	No Funding Required	ELA department

Activity - Turnitin.com	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ELA department will provide technological support for SWD by using Turnitin.com in ELA classes during the 2014-15 school year. This program will be monitored by the classroom teachers.	Technology	Tier 1	Implement	09/02/2014	06/05/2015	$1800	General Fund	ELA department , CHS administration

Goal 3: All students will be proficient in science

Measurable Objective 1:

53% of Eleventh grade students will demonstrate a proficiency on ACT/MME in Science by 06/05/2015 as measured by assessing students meeting a level 1 or 2.

Strategy 1:

Collaboration - Science department will continue/enhance collaborative efforts to improve student achievement.

Research Cited: Professional Learning Communities at Work- DuFour, DuFour and Eaker (2006).

Tier:

Activity - ACT practice test	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each science class will give 2 practice ACT tests each trimester until students reach the third trimester of their junior year.	Direct Instruction	Tier 1	Implement	09/02/2014	06/05/2015	$20	General Fund	Science Department

Activity - PLC Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The science department will meet a minimum of two times per trimester to discuss common assessments.	Teacher Collaboration	Tier 1	Implement	09/02/2014	06/05/2015	$0	No Funding Required	Science department

Activity - Technology Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Continue to increase technology integration into science classes (Google Drive, collaborative on-line projects, Prezi, class websites).	Technology	Tier 1	Implement	09/02/2014	06/05/2015	$0	No Funding Required	Science Department

Goal 4: All teachers will implement Professional Learning Communities.

Measurable Objective 1:
collaborate to develop a Professional Learning Community by 06/05/2015 as measured by documentation of an evaluation plan .

Strategy 1:
Implementing Best Practice - Study and research the DuFours' work on Professional Learning Communities.
Research Cited: Professional Learning Communities at Work; Dufour and Eaker; 2006
Tier:

Activity - Teacher Training on PLC	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will attend the PLC conference in August 2014.	Professional Learning	Tier 1	Implement	08/13/2014	08/15/2014	$2743	Title II Part A	Teachers and adminsitrators

Activity - Develop PLC Implementation and Evaluation Plan	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Staff will collaborate to develop written procedures for the implementation and evaluation of Professional Learning Communities at CHS.	Teacher Collaboration	Tier 1	Evaluate	09/02/2014	06/05/2015	$0	No Funding Required	Teacher and Administrators

Goal 5: Teachers and administrators will begin the process of adopting the Marzano Framework.

Measurable Objective 1:

demonstrate a proficiency in the Marzano Framework by 06/05/2015 as measured by staff attendance and documentation of professional development sessions.

Strategy 1:

Implementing Best Practice - Administrators and Teacher Representatives will become trained in the Marzano Framework. These educators will train other CHS staff members using a trainer of trainer model.

Research Cited: The Art and Science of Teaching; Marzano; January 2007

Tier: Tier 1

Activity - Marzano Framework Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher Representatives and Administrators will attend professional development sessions through out the year to study the Marzano Framework.	Professional Learning	Tier 1	Getting Ready	07/01/2014	06/05/2015	$4681	Title II Part A	Teachers and Administrators

Goal 6: All students will be proficient in writing.

Measurable Objective 1:
72% of Eleventh grade students will demonstrate a proficiency   in Writing by 06/05/2015 as measured by performance on the ACT/MME.

Strategy 1:
Collaboration - Teachers/staff in the math department will continue/enhance collaborative efforts to improve student achievement.

Research Cited: Professional Learning Communities at Work- DuFour, DuFour and Eaker (2006)

Tier:

Activity - PLC Conference	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Select staff representing each department will attend a PLC Summer Institute in the summer of 2014.	Professional Learning	Tier 1	Implement	08/13/2014	08/15/2014	$0	No Funding Required	English Department Staff

Activity - PLC Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monthly staff/department meetings will be held to develop PLCs. Primary emphasis will be on the implementation of common assessments to increase student proficiency.	Teacher Collaboration	Tier 1	Implement	09/02/2014	06/05/2015	$0	No Funding Required	English Department Staff

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
ACT practice test	Each science class will give 2 practice ACT tests each trimester until students reach the third trimester of their junior year.	Direct Instruction	Tier 1	Implement	09/02/2014	06/05/2015	$20	Science Department
Turnitin.com	ELA department will provide technological support for SWD by using Turnitin.com in ELA classes during the 2014-15 school year. This program will be monitored by the classroom teachers.	Technology	Tier 1	Implement	09/02/2014	06/05/2015	$1800	ELA department, CHS administration

Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Marzano Framework Training	Teacher Representatives and Administrators will attend professional development sessions through out the year to study the Marzano Framework.	Professional Learning	Tier 1	Getting Ready	07/01/2014	06/05/2015	$4681	Teachers and Administrators
Teacher Training on PLC	Teachers will attend the PLC conference in August 2014.	Professional Learning	Tier 1	Implement	08/13/2014	08/15/2014	$2743	Teachers and adminsitrators

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
PLC Development	Monthly staff/department meetings will be held to develop PLCs. Primary emphasis will be on the implementation of common assessments to increase student proficiency.	Teacher Collaboration	Tier 1	Implement	09/02/2014	06/05/2015	$0	English Department Staff
PLC Conference	Select staff representing each department will attend a PLC Summer Institute in the summer of 2014.	Professional Learning	Tier 1	Implement	08/13/2014	08/15/2014	$0	English Department Staff

Develop PLC Implementation and Evaluation Plan	Staff will collaborate to develop written procedures for the implementation and evaluation of Professional Learning Communities at CHS.	Teacher Collaboration	Tier 1	Evaluate	09/02/2014	06/05/2015	$0	Teacher and Administrators
Technology Implementation	Continue to increase technology integration into science classes (Google Drive, collaborative on-line projects, Prezi, class websites).	Technology	Tier 1	Implement	09/02/2014	06/05/2015	$0	Science Department
Rework Models (T2)	Align all activities to CCSS and create interventions to improve student achievement.	Academic Support Program	Tier 2	Implement	05/20/2014	06/05/2015	$0	CHS Math Department
Math Alignment	Utilize resources for professional development in regards to alignment of the math curriculum from the middle to high school.	Policy and Process	Tier 1	Implement	08/27/2014	06/05/2015	$0	high school math department , eighth grade math department , curriculum director
PLC Implementation	Monthly staff/department meetings will be held to implement PLCs. Primary emphasis to be on common assessments and student proficiency. Teams will meet a minimum of twice a trimester to analyze assessment data and discuss improvements and/or successes.	Teacher Collaboration	Tier 1	Implement	09/02/2014	06/05/2015	$0	math department , CHS administration
Year Long Math Courses (T2)	The Math Department will offer the three core courses: Algebra I, Geometry and Algebra II, in a three trimetster format.	Direct Instruction	Tier 2	Implement	09/02/2014	06/05/2015	$0	Math Department
PLC Development	Professional development to continue developing PLCs; primary emphasis will be in the area of common assessments and alignment with CCSS.	Teacher Collaboration	Tier 1	Implement	09/02/2014	06/05/2015	$0	ELA department
PLC Development	The science department will meet a minimum of two times per trimester to discuss common assessments.	Teacher Collaboration	Tier 1	Implement	09/02/2014	06/05/2015	$0	Science department