



School Improvement Plan

Beal City High School

Beal City Public Schools

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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?

We are a small school in Mid-Michigan with 360 plus students 7th - 12th grade. During the past few years we've seen an increase of special education students with a growing number of those students having ASD, which can be very challenging at times. However, we are able to outsource some of our students to other districts to give students the best opportunity for success. Our students have performed well on state standardized assessments across the board. We also have a strong support cast from parents and community to assist with our programming.

School's Purpose

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

Our District Mission Statement:

Beal City Schools in harmony with home and community, will educate our children in a positive learning environment that meets individual needs and goals in order that all students successfully function in an ever-changing global society.

Our Vision Statement:

Our students are excited, responsible learners who are encouraged by home, school, community and place of worship. As leaders, they are fully confident that they will graduate well prepared to meet the challenges and high expectations of the 21st century. As successful, life-long learners and productive citizens of high morals, they work to their fullest potential to make a positive difference in the community. Our children begin their discovery of knowledge in a nurturing family environment. Our schools and families work in harmony to provide a safe, supportive, and challenging learning experience. Our premier educational team enthusiastically embraces innovative teaching methods and high standards of performance. Our schools are the central point of learning. Using the latest technology, the world is truly our classroom. Our school district and community are committed to high expectations and high standards. We proactively work together to provide skills, knowledge, and resources thus ensuring a fully supportive environment for excellence in education for all stakeholders.

Belief Statements:

- *We believe all children can learn
- *We believe in creating independent, life-long learners
- *We believe all children deserve equal opportunities and treatment
- *We believe in promoting a positive self-concept
- *We believe it takes a whole community to educate a child, and encourage parental involvement and participation
- *We believe in ensuring a safe and positive learning environment
- *We believe in encouraging the acceptance of diversity

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 11th grade ACT/College Readiness scores are above State average in all categories (Math / ELA & Science)
- Our 7th, 8th, 9th and 10th grade students performed well on the ACT-ASPIRE
- The past three years we have had a total of 134 graduates and 60% are planning to attend a 4-year college programs with 32% plan on attending a 2-year program. Therefore, 92% of our students plan on attending post secondary schooling of some type. college programs for a total of 122 students, which is 87% that have went on to college.
- We were awarded another Bronze Medal by US News and World Report for being one of the Top Performing High Schools in the Nation.

We would like to improve our overall knowledge base with ASD students to better meet all their education al needs, so; their chance for independence and socialization is increased.

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 STRIVE to maintain high standards towards excellence for all our students and staff. We may be small school in a little village, but our performance is huge. Our continued commitment towards education and our students, staff, parents and community make Beal City the place to be!!!

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.

We have a Secondary School Improvement Team and we meet at least monthly to discuss school improvement efforts. We also have a District School Improvement Team which oversees the work of SSIT. We have content area teams who make decisions on the content specific goals. We also provide collaboration time if needed to assist content area teams to work on curriculum and establish and monitor goals.

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

We have staff members from each content specific area who look at previous years goals and determine if they have been accomplished and then work at redefining or establishing new goals for the upcoming school year.

Explain how the final improvement plan was communicated to all stakeholders, and the method and frequency in which stakeholders receive information on its progress.

The school improvement plan is placed on the schools web page and giving to each staff member. The improvement goals are placed on a bulletin board within the school and each teachers classroom for parent, student, and community visibility. The Plan is also made available for all DSIT members as well as all school board members.

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?

As a fiscally responsible institution, the rising or decreasing enrollments play a factor in determining whether staff is released or hired. Ultimately the determining factor lies with the needs of the student population. Lately our largest student population has been in the area of special education. We are continually concentrating a lot of our efforts on meeting the needs of the special education students. Any fiscally responsible institution has to take into consideration the budget to make sure programs and facilities are maintained at a level of expectancy, so; students and parents may make more informed decisions about educational placement and needs. We put the allocated money in the area with the highest need. As with any fiscally responsible institution the funds are directed at maintaining the facility, so; staff and students feel safe and have the buildings, rooms and resources to meet all students needs to help prepare them for the future. Our increasing trend of the special education population can pose a potential problem with communication. However, most of our parents/guardians are included on a regular basis because of IEP'S and staffing's we hold regularly. Public relations is one of our strong points. Parents, students, staff, community and state are always welcome to our school to see the wonderful things that take place within our school and community.

The biggest challenge we face is with the ever increasing number of ASD students attending our district. Trying to meet the individual needs of students on the ASD spectrum can be overwhelming at time. However, we manage with the staff and resources we have to the best of our ability. We will continue to provide training and create more awareness to staff, students and parents on the ever demanding needs of the ASD population.

Student Demographic Data

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

We have a good attendance rate and very few if any truancy complaints are filed with the RESD. However, we have noticed that a few seniors tend to miss more school at the end of the school year. Also around holidays there tends to be more absences. Not sure anything but encouragement and parental support can be done, since it is the parents who excuse the students from school at anytime. Maybe more continued awareness of the importance of good attendance on grades and social interaction.

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?

We have not had an expulsion, and most of our suspensions are related to insubordination. Many of our discipline referrals are for cell phone violations. We have policies in place to address all those concerns.

Student Demographic Data

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

We have policies in place to address all those concerns. However, I'm not sure anything but encouragement and parental support can be done, since it is the parents who excuse the students from school at anytime. Maybe more continued awareness of the importance of good attendance on grades and social interaction.

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?

We have a very small turnover rate with our staff, and our average tenure for staff and administration is over 12 years. Due to the experience and consistency with instruction our achievement tends to be very well. We also continue to frequently monitor and adjust classroom instruction, curriculum and assessments to meet the ever demanding and changing needs put on all schools by the State and Federal mandates involving accountability. With a fine teaching staff and parent support our students continue to perform high on other standardized assessments, which is a true indicator of college and career readiness.

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?

We have a very small turnover rate with our staff, and our average tenure for staff and administration is over 12 years. Due to the experience and consistency with instruction our achievement tends to be very well. We also continue to frequently monitor and adjust classroom instruction, curriculum and assessments to meet the ever demanding and changing needs put on all schools by the State and Federal mandates involving accountability. With a fine teaching staff and parent support our students continue to perform high on other standardized assessments, which is a true indicator of college and career readiness.

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 impact of absences with staff has a natural influence on student achievement, because of the lack of consistency and daily routine the students are familiar with on those days. As with students, attendance is a key to better performance.. Therefore, having staff present is a big lift for preparation and to assist with students 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?

The impact of absences with staff has a natural influence on student achievement, because of the lack of consistency and daily routine the

students are familiar with on those days. As with students, attendance is a key to better performance.. Therefore, having staff present is a big lift for preparation and to assist with students achievement.

Teacher/School Leader(s) Demographic Data

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

As always we will continue to communicate our schools mission. We will make sure everything we do is more transparent, and try to build even stronger relationships with parents and our community. Staff will continue to consider data and strive to improve through evaluation and building relationships with all school entities from students, staff, and community. We will move to make sure the instruction being delivered is consistent and the depth and breadth of knowledge gained is also consistent.

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: Curriculum
 - * Indicator B - Coherence
- > Standard 2: Instruction
 - * Indicator C - Instructional Design
 - * Indicator E - Learning Environment
 - * Indicator F - Reflection
- > Standard 3: Assessment
 - * Indicator G - Assessment System
 - * Indicator H - Shared Understanding
 - * Indicator I - Data Analysis and Decision-Making
- > Standard 4: Instructional Leadership
 - * Indicator K, L and M
- > Standard 5: A Culture for Learning
 - * Indicator N and O
- > Standard 6: Organizational Management
 - * Indicators P, Q and R
- > Standard 7: Professional Learning Culture
 - * Indicators S and T
- > Standard 9: Communication
 - * Indicators W and X
- > Standard 10: Engagement
 - * Indicators Y and Z

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 1: Curriculum
 - * Indicator A - Alignment
- > Standard 2: Instruction
 - * Indicator D - Effective Instructional Practices
- > Standard 3: Assessment
 - * Indicator J - Student Involvement in the Assessment Process
- > Standard 8: Professional Learning System
 - * Indicators U and V

12. How might these challenges impact student achievement?

We continue to frequently monitor and adjust classroom instruction, curriculum and assessments to meet the ever demanding and changing needs put on all schools by the State and Federal mandates involving accountability.

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.

We may use a variety of assessment measures to find out what students actually know when taking a standardized test. Differentiate the assessment methods being currently used, so; you get a more complete picture of what all students actually know and can demonstrate.

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?

All students in our district have access to all our programming that is available through scheduling, policies, guidelines, parent meetings, and handbook. Also through, parent, staff and student input we make conscious efforts to give all students the access to the array of programs available through qualifying criteria.

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

We have dual enrollment (9-12) and students have the opportunity to attend the MT. Pleasant Area Technical Center (10-12) as well as take on-line learning (7-12).

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

We publicize the opportunities in our handbook, place on our web page and it is in our NEOLA policy, which is also placed on our web page. We also send letters home to qualifying students. We use test scores, referral process/recommendations as well as IEP's

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?

We have Pacing Guides and Lesson Plans as well as common assessments where pertinent. We monitor and evaluate staff. We complete Walk-Throughs and provide feedback to staff. Our students perform well academically.

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

Our students have exhibited growth or maintained their reading scores on the MEAP and ACT-College Readiness scores for the past three years.

19b. Reading- Challenges

Our challenge will be continuing to exhibit growth or maintain our proficiency levels on the State Mandated tests.

19c. Reading- Trends

Our students have exhibited growth or maintained their reading scores on the MEAP and ACT-College Readiness scores for the past three years.

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.

We will continue to implement reading strategies using best practices through our classroom instruction. We will assess students regularly to make sure students are prepared for the ever demanding state mandated tests.

20a. Writing- Strengths

Our students continue to perform well on the state mandated tests and have exhibited growth or maintained their proficiency levels in the Writing Content portion of the assessments. The area of Writing has been improving or maintaining for the past three years.

20b. Writing- Challenges

Our challenge is to make sure our students continue to be prepared to the best of their ability for the post secondary opportunities as well as having employability skills.

20c. Writing- Trends

Our students continue to perform well on the state mandated tests and have exhibited growth or maintained their proficiency levels in the Writing Content portion of the assessments. The area of Writing has been improving or maintaining for the past three years.

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.

The continued efforts of all staff will be to assist all student to become even more proficient at writing, so they have the best opportunity for college and career readiness.

21a. Math- Strengths

We are showing a steady increase in our Math proficiency as exhibited by our MEAP/ACT and MME scores over the past three years. The strength is in our staff and student's being dedicated to continual, learning and striving for excellence.

21b. Math- Challenges

We need to continue improving our efforts of reaching all students in the area of Math no matter what their deficiency or disability may be by improving our instruction and assessment to meet the demands of the state mandated tests and prepare students for the future.

21c. Math- Trends

We are showing a steady increase in our Math proficiency as exhibited by our MEAP/ACT and MME scores over the past three years. The strength is in our staff and student's being dedicated to continual, learning and striving for excellence.

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.

We will continue to monitor or curriculum, instruction and assessments to provide the best opportunities for our students to be college and/or career ready.

22a. Science- Strengths

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Our Science scores are continuing to grow in the MEAP/ACT and MME assessments, or at least have maintained proficiency over the past three years. The continued efforts of our staff and students to become more familiar with STEM has helped influence our performance.

22b. Science- Challenges

Our challenge is to implement more STEM into our curriculum, so; the students have the best opportunity to be ready for the challenges of the 21st century.

22c. Science- Trends

Our Science scores are continuing to grow in the MEAP/ACT and MME assessments, or at least have maintained proficiency over the past three years. The continued efforts of our staff and students to become more familiar with STEM has helped influence our performance.

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.

We need to make sure staff have the appropriate tools to deliver the instruction and asses our students to meet the ever changing demands of STEM while maintaining the other portions of the Science curriculum that still needs to be taught.

23a. Social Studies- Strengths

Our MME score continue to grow or maintain over the past three years to demonstrate proficiency. The SS staff continue to try new strategies and best practices to continually improve the instruction and assessment of all students.

23b. Social Studies- Challenges

Our MEAP scores could improve, so; our students become more proficient with the curriculum and state mandated tests. We will monitor our curriculum, instruction and assessment to make sure our students become prepared for the demands of the 21st century.

23c. Social Studies- Trends

Our MEAP scores could improve, so; our students become more proficient with the curriculum and state mandated tests. The scores have had a steady decline for the past three years. We will monitor our curriculum, instruction and assessment to make sure our students become prepared for the demands of the 21st century.

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.

Our MEAP scores could improve, so; our students become more proficient with the curriculum and state mandated tests. The scores have had a steady decline for the past three years. We will monitor our curriculum, instruction and assessment to make sure our students become prepared for the demands of the 21st century.

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?

- * In my school, a high quality education is offered.
- * All of my teachers use tests, projects, presentations, and portfolios to check my understanding of what was taught.
- * In my school, a variety of resources are available to help me succeed (e.g., teaching staff, technology, media center).

24b. Student Perception Data

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

- * My school considers students' opinions when planning ways to improve the school.
- * In my school, students help each other even if they are not friends.
- * In my school, students respect the property of others.
- * All of my teachers change their teaching to meet my learning needs.

24c. Student Perception Data

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

We will encourage Student Council to have a greater voice with school improvement. We will monitor the cameras to assist with keeping and eye on our schools property. We will encourage teachers to differentiate their instruction to meet the needs of students. We will encourage students to help one another

25a. Parent/Guardian Perception Data

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

- * My child has up-to-date computers and other technology to learn.
- * Our school provides an adequate supply of learning resources that are current and in good condition.
- * Our school provides a safe learning environment.
- * Our school provides students with access to a variety of information resources to support their learning.
- * Our school provides opportunities for students to participate in activities that interest them.

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- * My child has at least one adult advocate in the school.
- * My child knows the expectations for learning in all classes.
- * All of my child's teachers report on my child's progress in easy to understand language.
- * Our school has high expectations for students in all classes.
- * Our school has established goals and a plan for improving student learning.
- * Our school's purpose statement is clearly focused on student success.

25b. Parent/Guardian Perception Data

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

- * All of my child's teachers provide an equitable curriculum that meets his/her learning needs.
- * All of my child's teachers meet his/her learning needs by individualizing their instruction
- * All of my child's teachers work as a team to help my child learn.
- * All of my child's teachers give work that challenges my child.
- .

25c. Parent/Guardian Perception Data

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

We will continually monitor our curriculum and move towards differentiated instruction while collaborating on the challenges of the students.

26a. Teacher/Staff Perception Data

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

- * Our school's purpose statement is clearly focused on student success.
- * Our school's leaders expect staff members to hold all students to high academic standards.
- * In our school, a formal structure exists so that each student is well known by at least one adult advocate in the school who supports that student's educational experience.
- * In our school, a formal process is in place to support new staff members in their professional practice.
- * Our school provides qualified staff members to support student learning.
- * Our school provides a plan for the acquisition and support of technology to support student learning. * * * Our school provides opportunities for students to participate in activities that interest them.
- * Our school maintains facilities that support student learning.
- * Our school maintains facilities that contribute to a safe environment.
- * Our school uses multiple assessment measures to determine student learning and school performance.

26b. Teacher/Staff Perception Data

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

- * Our school's leaders support an innovative and collaborative culture.
- * Our school's leaders ensure all staff members use supervisory feedback to improve student learning.
- * All teachers in our school monitor and adjust curriculum, instruction, and assessment based on data from student assessments and examination of professional practice.
- * All teachers in our school personalize instructional strategies and interventions to address individual learning needs of students.
- * All teachers in our school provide students with specific and timely feedback about their learning.
- * All teachers in our school use multiple types of assessments to modify instruction and to revise the curriculum.
- * All teachers in our school participate in collaborative learning communities that meet both informally and formally across grade levels and content areas.
- * All teachers in our school have been trained to implement a formal process that promotes discussion about student learning (e.g., action research, examination of student work, reflection, study teams, and peer coaching).
- * In our school, staff members provide peer coaching to teachers.
- * In our school, a professional learning program is designed to build capacity among all professional and support staff members.
- * Our school ensures all staff members are trained in the evaluation, interpretation, and use of data.

26c. Teacher/Staff Perception Data

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

We will continue to collaborate as a whole and in individual departments to brainstorm ideas to focus on issues as they arise. We will use PD to help staff understand the importance of differentiating instruction. We will provide training on how to better use data to drive instruction.

27a. Stakeholder/Community Perception Data

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

- * Our school provides an adequate supply of learning resources that are current and in good condition.
- * Our school provides a safe learning environment.
- * Our school provides students with access to a variety of information resources to support their learning.
- * Our school provides opportunities for students to participate in activities that interest them.
- * Our school has high expectations for students in all classes.
- * Our school has established goals and a plan for improving student learning.
- * Our school's purpose statement is clearly focused on student success.

27b. Stakeholder/Community Perception Data

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

- * Teachers provide an equitable curriculum that meets his/her learning needs.
- * Teachers meet his/her learning needs by individualizing their instruction
- * Teachers work as a team to help my child learn.
- * Teachers give work that challenges my child.

27c. Stakeholder/Community Perception Data

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

We will continually monitor our curriculum and move towards differentiated instruction while collaborating on the challenges of the students.

Summary

28a. Summary

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

Our strengths are high performing students on state mandated assessments as well as a good overall GPA among our students. Other areas of success are good attendance rates and low Free and reduced lunch population. We provide a safe learning environment and have wonderful parent/community support. We are continually striving to become better with support of all stakeholders. Our students are prepared for career and college readiness. we will continue to improve on our goal of making sure all students are educated in an environment to be come successful in an ever changing global society.

28b. Summary

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

Without addressing the difficulty within a school and community the support may become deficient and the students could lose the opportunity to become successful once they leave our school. We need to make sure we do what we can to keep kids in school and provide them with the needs they have to be successful in the 21st century. We need to make sure the communication is transparent and our focus is on student learning, so; they may productive citizens.

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?

Below you will see how we plan to address all students with the goals selected. It is difficult to predict the measured affect until all the aforementioned goals, objectives, strategies and activities have been implemented with our student population. However, as you can see Technology will be a huge part of meeting and addressing the challenges ahead,

* Beal City students will use online test prep to improve standardized test scores 2015-2016

Objective A 10% increase of Eleventh grade students will...

Strategy Online Test Prep

Activity Online Test Prep (Type(s): Supplemental Materials, Teacher Collaboration, Direct Instruction, Academic Support Program; Dates: 1/9/16-3/26/16) 24,26,6,1

* Goal All students will read effectively on current Social Studies concepts and issues within the content area 2015-2016

Objective 55% of All Students will demonstrate a profici...

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Strategy Improving Reading Skill in SS

Activity Improve Reading Skill in SS (Type(s): Materials, Curriculum Development, Teacher Collaboration, Direct Instruction;

Dates: 9/2/15-6/9/16) 23,25,26,6

* Goal All students at Beal City Jr/Sr High School will become proficient writers 2015-2016

Objective 65% of All Students will demonstrate a profici...

Strategy Strategy #1

Activity Improve Writing Skills 7-12 (Type(s): Teacher Collaboration, Direct Instruction; Dates: 9/2/15-6/9/16) 26,6

* Goal All Students at Beal City Jr/Sr High School will participate in Laboratory and Hands on Activities 2015-2016

Objective 35% of All Students will demonstrate a profici...

Strategy Improve Hands-on Activities

Activity Improve Lab and Hands-On Activities (Type(s): Materials, Curriculum Development, Teacher Collaboration, Direct Instruction, Technology; Dates: 9/2/15-6/9/16)

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.	Yes	This portion of the school reporting is completed by the Elementary staff. However, I do know students in grades 1-5 are tested annually in Math and Literacy.	

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	The schools Annual Report is on our web page at www.bealcityschools.net	

Label	Assurance	Response	Comment	Attachment
3.	Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.	Yes	Our 8th grade EDP'S are created and on file.	

Label	Assurance	Response	Comment	Attachment
4.	Our school reviews and annually updates the EDPs to ensure academic course work alignment.	Yes	Our 8th grade students keep abreast of their EDP'S throughout their High School years and update as needed.	

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	Our school has policies in place with NEOLA and we also have a student handbook to assure the aforementioned.	

School Improvement Plan

Beal City High School

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	The person(s) who carry out this duty are Mr. William Chilman (Superintendent) and Mr. Joe Judge (Technology Director)	

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.	Yes	Our District's elementary school has a School-Parent Involvement Plan aligned to our Board Policy	

Label	Assurance	Response	Comment	Attachment
8.	The institution has a School-Parent Compact. If yes, please attach the School-Parent Compact below.	Yes	Our District's elementary school has a School-Parent Compact in place.	

Label	Assurance	Response	Comment	Attachment
9.	The School has additional information necessary to support your improvement plan (optional).	Yes		

Beal City Jr/Sr High School Improvement Plan 2015-2016

Overview

Plan Name

Beal City Jr/Sr High School Improvement Plan 2015-2016

Plan Description

Comments

A plan developed that outlines goals, strategies and activities Beal City Jr/Sr High School will implement during the 2015-2016 school year

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	Beal City students will use online test prep to improve standardized test scores 2015-2016	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0
2	All students will read effectively on current Social Studies concepts and issues within the content area 2015-2016	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$200
3	All students at Beal City Jr/Sr High School will become proficient writers 2015-2016	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$200
4	All Students at Beal City Jr/Sr High School will participate in Laboratory and Hands on Activities 2015-2016	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$200

Goal 1: Beal City students will use online test prep to improve standardized test scores 2015-2016

Measurable Objective 1:

A 10% increase of Eleventh grade students will demonstrate a proficiency at or above the state average on the SAT in Mathematics by 05/01/2016 as measured by SAT scores.

Strategy 1:

Online Test Prep - Online test prep will be used in classrooms and staff members will be available on weekends to give students online test prep opportunities. Data will then be used to guide instruction and in turn improve test scores.

Category:

Research Cited: Data-driven instruction has been shown to improve school outcomes (Halverson, Richard et al "The New Instruction Leadership: Creating Data-Driven Instructional Systems in School." The Journal of School Leadership 17(2007):160 books.google.com Web 2015

Tier: Tier 1

Activity - Online Test Prep	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will receive support in the computer lab on weekends to assist with online test prep.	Supplemental Materials, Direct Instruction, Teacher Collaboration, Academic Support Program	Tier 1	Getting Ready	01/09/2016	03/26/2016	\$0	No Funding Required	High school staff, administration, and board members

Goal 2: All students will read effectively on current Social Studies concepts and issues within the content area 2015-2016

Measurable Objective 1:

55% of All Students will demonstrate a proficiency by increasing reading skills in Social Studies by 06/09/2016 as measured by whether the students will meet or exceed the state average in Social Studies assessments.

School Improvement Plan

Beal City High School

Strategy 1:

Improving Reading Skill in SS - Staff will evaluate the effectiveness of curriculum for The 7-12 Social Studies Program, while continuing with local programming for the subject matter at hand.

Category:

Research Cited: M-STEP / ASPIRE /ACT / SAT vocabulary will be closely monitored and assessed with input from staff. Reading in the content area will also be explored by staff.

Tier: Tier 1

Activity - Improve Reading Skill in SS	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will continue to develop and align the SS curriculum with the CCSS, MMC, ACT and SAT Standards, along with implementing reading strategies across the curriculum	Materials, Direct Instruction, Curriculum Development, Teacher Collaboration	Tier 1		09/02/2015	06/09/2016	\$200	General Fund	All staff 7-12

Goal 3: All students at Beal City Jr/Sr High School will become proficient writers 2015-2016

Measurable Objective 1:

65% of All Students will demonstrate a proficiency by increasing Writing skills across the curriculum in English Language Arts by 06/09/2016 as measured by individual student scores on state assessments.

Strategy 1:

Strategy #1 - All ELA 7-12 will participate in a book study of Kelly Gallagher's Write Like This: Teaching Real World Writing Through Modeling and Mentoring Texts

Category:

Research Cited: Kelly Gallagher's Write Like This

Tier: Tier 1

Activity - Improve Writing Skills 7-12	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ELA staff will use Best Practices to participate in a PLC that focuses on Gallagher's book. ELA will meet one time per month to discuss the designated chapter to improve instruction and writing skills	Direct Instruction, Teacher Collaboration	Tier 1		09/02/2015	06/09/2016	\$200	General Fund	All staff 7-12

Goal 4: All Students at Beal City Jr/Sr High School will participate in Laboratory and Hands on Activities 2015-2016

Measurable Objective 1:

35% of All Students will demonstrate a proficiency with expanding their science vocabulary skills with a vocabulary exam in all science classes in Science by 06/09/2016 as measured by whether students meet or exceed state averages on standardized assessments provided by the state.

Strategy 1:

Improvme Hands-on Activities - Staff will expand vocabulary skills by creating an exam for every Science class that will allow students to analyze graphs and charts to assist with gathering information. Staff will also pay close attention to the upcoming National Standards.

Category:

Research Cited: Science teachers will research labs and hands-on activities and review standardized test results to help drive instruction.

Tier: Tier 1

Activity - Improve Lab and Hands-On Activities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Expand Science Labs, and Hands-On activities throughout the school year. Staff will research Labs and stay in touch with upcoming National Standards	Technology , Materials, Direct Instruction, Curriculum Development, Teacher Collaboration	Tier 1	Monitor	09/02/2015	06/09/2016	\$200	General Fund	All staff 7-12

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
Improve Lab and Hands-On Activities	Expand Science Labs, and Hands-On activities throughout the school year. Staff will research Labs and stay in touch with upcoming National Standards	Technology, Materials, Direct Instruction, Curriculum Development, Teacher Collaboration	Tier 1	Monitor	09/02/2015	06/09/2016	\$200	All staff 7-12
Improve Writing Skills 7-12	ELA staff will use Best Practices to participate in a PLC that focuses on Gallagher's book. ELA will meet one time per month to discuss the designated chapter to improve instruction and writing skills	Direct Instruction, Teacher Collaboration	Tier 1		09/02/2015	06/09/2016	\$200	All staff 7-12
Improve Reading Skill in SS	Staff will continue to develop and align the SS curriculum with the CCSS, MMC, ACT and SAT Standards, along with implementing reading strategies across the curriculum	Materials, Direct Instruction, Curriculum Development, Teacher Collaboration	Tier 1		09/02/2015	06/09/2016	\$200	All staff 7-12

No Funding Required

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

Beal City High School

Online Test Prep	Students will receive support in the computer lab on weekends to assist with online test prep.	Supplemental Materials, Direct Instruction, Teacher Collaboration, Academic Support Program	Tier 1	Getting Ready	01/09/2016	03/26/2016	\$0	High school staff, administration, and board members
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