



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 agricultural community in the Mid-Michigan area and we have 335 students. Over the past few years we have noticed an influx of special education students, especially students with ASD. Although we are small our students excel at a very high level. We have exceptional parent and community support for all our programming from academics, the arts and athletics.

A challenge we face due to our size is accommodating all our special education population needs. Therefore, we outsource some of our students to surrounding schools, so; they may have the best opportunity for success.

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.

Over the past three years we have been recognized as one of the top performing high schools in the U.S. according to US News and World Report for the years 2009 and 2010, along with being ranked 56 out of 820 High Schools in Michigan in 2011 by School Digger a Five Star rating system. For the year 2012 we were selected by TOP Schools USA as one of the top 75 schools in the state of Michigan. In the Fall of 2012 we had 3 of our 4 Varsity athletic teams compete in the state finals. With our teams who competed along with our cheerleading squad and Marching Band all the students who were in a uniform of some type achieved an impressive 3.5 GPA.

We want to continue on the road to success and maintain our path towards excellence. Although we are small we provide a huge education and our students, staff, parents and community make Beal City a place to be proud of:)

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 are PROUD to be AGGIES!!!

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 try to meet 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 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.

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?

As with any fiscally responsible institution, the results of rising or decreasing enrollments play a factor in whether staff is released or hired. However, ultimately the determining factor lies with the needs of the student population.

How do student enrollment trends affect staff recruitment?

As of lately our biggest population burst as been in the area of special education. Therefore, we are concentrating our efforts on meeting the needs of the special education population students.

How do student enrollment trends affect budget?

As mentioned in the first question, any fiscally responsible institution has to take into consideration the budget to make sure programs and facilities are maintained at a level of expectancy.

How do student enrollment trends affect resource allocations?

We put our money in the area with the highest need.

How do student enrollment trends affect facility planning and maintenance?

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.

How do student enrollment trends affect parent/guardian involvement?

The trend of increasing special education students can pose a potential problem with communication. However, most of our parents/guardians are included on a regular basis because of IEP'S.

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

Our 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.

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

The biggest challenge we face is 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 times. However, we manage with the staff and resources we have to the best of our ability.

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

We will continue to provide training and create more awareness to staff on the ever demanding needs of the ASD population.

What are the challenges you noticed based on student attendance?

We do not have many attendance issues. However, during and around holidays there tends to be more absences.

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

Not sure anything but encouragement and parental support can be done, since it is the parents who excuse the students from school at anytime.

Student Achievement Data for All Students

This area includes data questions.

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

Our Reading and Social Studies results from the MEAP/ACT/EXPLORE and PLAN demonstrated our highest achievement areas.

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

Our Reading and Social Studies continue to be areas where we perform well.

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

Using the ACT-EXPLORE and PLAN our students were above the national averages in all content areas. However, the MEAP data indicates we were above the state targets in the areas of Reading Science and Social Studies.

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

We notice continued improvement or stability when being measured against the state averages of performance

What factors or causes contributed to improved student achievement?

We continue to 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.

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

Our students continue to perform high on other standardized tests such as; ACT-EXPLORE and PLAN, which is a true indicator of college and career readiness

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

Our Math and Writing levels are below the state average, but we continue to out perform the nation with ACT-EXPLORE and PLAN results

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

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Math and Writing continue to be a struggle for our students, but we are always looking for ways to improve in all content areas as well as as a school as a whole.

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

Math and Writing are below the state targets on MEAP, but again above the national averages in all content area for the ACT-EXPLORE and PLAN

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

Most of the bottom 30% of low performing students are in our special needs population.

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

The fact that all students are tested in all content areas regardless of ability levels.

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

Many of our special needs population have difficulty with language, which becomes a bit of a barrier when trying to assess what they know on a standardized test, with the current format being used.

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

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.

Subgroup Student Achievement

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

Response:

- White
- Female
- Economically Disadvantaged

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

Response:

- White
- Male
- Female
- Economically Disadvantaged

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

Reading and Social Studies

How do you know the achievement gap is closing?*

The average scores are getting closer together for the indentified areas.

What other data support the findings?

The subgroups identified performed well on the ACT-EXPLORE and PLAN as well as classroom assessments

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

Classroom instruction and monitoring the curriulum and making sure pacing guided are aligned with state or national curriculum.

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

Our students opeformed above the national avreage on the ACT-EXPLORE and PLAN, which are good indicators of college and career readiness.

What actions could be taken to continue this positive trend?

Make sure we are continually monitoring our instructional methods, our curriculum/pacing guides and assessments.

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

Response:

- White
- Male
- Students with Disabilities

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

Response:

- White
- Male
- Students with Disabilities

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

Math and Writing

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

The scores for those particular subgroups are becoming inconsistent across the content areas mentioned.

What other data support the findings?*

Classroom assessments and the fact we are testing all students not just the highest achieving students

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

A possible factor could be the ever increasing special needs/ASD population, and the lack of language skills needed to perform well on standardized tests.

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

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Anytime there is a language or communication barrier a break down in results may play a factor in results.

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

Using multiple measures of assessing, so; all students have a chance of being successful.

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

We have no ELL students at this time

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.)?

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

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

We have parent referrals, staff referrals and student referrals, and we use that information to put a Student StudyTeam together and look at the students overall data, from attendance, discipline, and academics to make a rational decision on support and/or placement

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

We have dual enrollment and students have the opportunity to attend the MT. Pleasant Area Technical Center

Label	Question	Value
	What percentages of students participate in Extended Learning Opportunities, either for additional support or increased challenge?	10.0

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

Label	Question	Value
	What is the total FTE count of teachers in your school?	18.0

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Label	Question	Value
	How many teachers have been teaching 0-3 years?	2.0

Label	Question	Value
	How many teachers have been teaching 4-8 years?	2.0

Label	Question	Value
	How many teachers have been teaching 9-15 years?	8.0

Label	Question	Value
	How many teachers have been teaching >15 years?	3.0

What impact might this data have on student achievement?

We have a veteran staff with lots of experience, which is beneficial to all students, as they become connected and build relationships with each other.

Label	Question	Value
	Indicate the total number of days for teacher absences due to professional learning or professional meetings.	63.0

Label	Question	Value
	Indicate the total number of days for teacher absences due to illness.	141.0

What impact might this data have on student achievement?

The instruction being delivered is inconsistent and the depth and breadth of knowledge gained is also inconsistent.

Perception Data - Students

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

- * Programs and services help students to succeed
- * The school provides a challenging curriculum
- * Teachers assist students with learning and grades
- * There are a variety of resources available to help with success

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

- * The school's purpose and direction is clear
- * The staff and administration have high expectations for all
- * Students are given multiple assessments to develop growth
- * Teachers' expectations for learning and behavior are clear
- * Families are regularly informed of student progress
- * The school is safe and clean
- * Access to college and career readiness is available through counseling
- * Students are prepared for success for upcoming years

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

- * Students are not always treated with respect
- * Students do not treat authority figures with respect
- * The school does not prepare students for success in the future
- * Teachers do not always change instruction to meet student needs
- * Teachers do not fairly grade or evaluate work
- * Technology is not up-to-date
- * Students do not always assist each other even if friends
- * School does not listen to students' opinions

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

- * Teachers do not always work together for student success
- * Rules are not applied equally
- * Staff do not always motivate students to learn
- * Staff do not build individual relationships with students
- * Students do not respect other property

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

Over the years there has been a decrease in respect from students towards parents, authorities figures and even peers. Years ago people used to ask, "What can I do for my country?" Now people ask, "What can my country do for me?" We are in an "I" generation!

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

Staff will consider data and strive to improve through evaluation and building relationships with all school entities as well as personnel.

Perception Data – Parents/Guardians

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

- * Our school's purpose statement is clearly focused on student success.
- * Our school has established goals and a plan for improving student learning.
- * Our school provides opportunities for stakeholders to be involved in the school.
- * All of my child's teachers help me to understand my child's progress.
- * My child sees a relationship between what is being taught and his/her everyday life.
- * My child knows the expectations for learning in all classes.
- * My child is given multiple assessments to measure his/her understanding of what was taught.
- * My child has at least one adult advocate in the school.

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

- * Our school's purpose statement is formally reviewed and revised with involvement from parents.
- * Our school's governing body operates responsibly and functions effectively.
- * Our school has high expectations for students in all classes.
- * All of my child's teachers use a variety of teaching strategies and learning activities.
- * All of my child's teachers meet his/her learning needs by individualizing instruction.
- * All of my child's teachers report on my child's progress in easy to understand language.
- * Our school provides an adequate supply of learning resources that are current and in good condition.
- * Our school provides opportunities for students to participate in activities that interest them.

Which 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 work as a team to help my child learn.
- * Our school provides an adequate supply of learning resources that are current and in good condition.
- * Our school provides excellent support services (e.g., counseling, and/or career planning).

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

- * All of my child's teachers work as a team to help my child learn.
- * All of my child's teachers report on my child's progress in easy to understand language.
- * Our school provides an adequate supply of learning resources that are current and in good condition.

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

The access to technology for parents to stay even more current with their child's education. Parents also feel empowered to let staff know what they are doing wrong instead of praising them for the job well done.

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

We will continue to communicate our school's mission. We will make sure everything we do is more transparent, and try to build even stronger relationships with parents and community.

Perception Data – Teachers/Staff

Which 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 purpose statement is supported by the policies and practices adopted by the school board or governing body.
- * Our school's governing body or school board complies with all policies, procedures, laws, and regulations.
- * Our school's leaders provide opportunities for stakeholders to be involved in the school.
- * 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.
- * In our school, challenging curriculum and learning experiences provide equity for all students in the development of learning, thinking, and life skills.
- * 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.
- * Our school provides a variety of information resources to 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.
- * Our school leaders monitor data related to school continuous improvement goals.

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

- * Our school's purpose statement is based on shared values and beliefs that guide decision-making.
- * Our school's leaders hold themselves accountable for student learning.
- * Our school's leaders engage effectively with all stakeholders about the school's purpose and direction.
- * All teachers in our school use a variety of technologies as instructional resources.
- * All teachers in our school provide students with specific and timely feedback about their learning.
- * In our school, related learning support services are provided for all students based on their needs.
- * In our school, all staff members participate in continuous professional learning based on identified needs of the school.
- * Our school provides instructional time and resources to support our school's goals and priorities.
- * Our school maintains facilities that support student learning.
- * Our school employs consistent assessment measures across classrooms and courses.
- * Our school leaders monitor data related to student achievement.

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

- * Our school's purpose statement is formally reviewed and revised with involvement from stakeholders.
- * Our school's leaders hold all staff members accountable for student learning.
- * 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.

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- * All teachers in our school regularly use instructional strategies that require student collaboration, selfreflection, and development of critical thinking skills.
- * All teachers in our school participate in collaborative learning communities that meet both informally and formally across grade levels and content areas.
- * In our school, all staff members use student data to address the unique learning needs of all students.
- * Our school provides qualified staff members to support student learning.
- * Our school provides opportunities for students to participate in activities that interest them.
- * Our school ensures all staff members are trained in the evaluation, interpretation, and use of data.

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

- * Our school has a continuous improvement process based on data, goals, actions, and measures for growth.
- * Our school's leaders hold all staff members accountable for student learning.
- * Our school's leaders expect staff members to hold all students to high academic standards.
- * 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 use a variety of technologies as instructional resources.
- * All teachers in our school provide students with specific and timely feedback about their learning.

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

Some staff are reluctant to move towards differentiating their instruction either for fear or use of technology. However, through all the ups and downs our school is very successful and will continue to strive for excellence, so; students have the best opportunity for success once they leave our school.

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.)

We used the results to share with students, so; healthier lifestyle decisions may be made if chosen to do so, with information provided. Our Health teacher along with outside resources use data to help students make more informed decisions about lifestyle choices.

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

We have Staff, SSIT and a DSIT that reviews and make recommendations to the Board on curriculum and assessments. The members of the SSIT and DSIT are made up of staff, parents, community members, students and administration.

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

We had our staff do a cross-walk with the CCSS and the GLCE'S as well as the HSCE'S. Staff put together pacing guides to assist with driving instruction. Our pacing guides are also published on our school web site.

School Additional Requirements Diagnostic

Introduction

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

School Additional Requirements Diagnostic

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

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

Assurance	Response	Comment	Attachment
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.	

Assurance	Response	Comment	Attachment
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 the year.	

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	Our school has policy in place with NEOLA and our student handbook to assure the aforementioned.	

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

School Improvement Plan

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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	The elementary school has a School-Parent Involvement Plan	

Assurance	Response	Comment	Attachment
The institution has a School-Parent Compact. If yes, please attach the School-Parent Compact below.	Yes	Our Elementary has a School-Parent Compact in place	

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

Beal City Jr/Sr High School Improvement Plan 2013-2014

Overview

Plan Name

Beal City Jr/Sr High School Improvement Plan 2013-2014

Plan Description

The school improvement plan is made up of goals, objectives, strategies and activities for the 2013-2014 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 Jr. High Students Will Improve Mathematics Success	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$250
2	All students at Beal City Jr/Sr High School will become proficient writers	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$250
3	All Students at Beal City Jr/Sr High School will participate in Laboratory and Hands on Activities	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$250
4	All students will read effectively on current Social Studies concepts and issues within the content area.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$250

Goal 1: Beal City Jr. High Students Will Improve Mathematics Success

This plan includes progress notes which are at the very end of this document

Measurable Objective 1:

40% of Seventh and Eighth grade students will demonstrate a proficiency The target population will improve MEAP scores in Mathematics by 06/10/2014 as measured by The percentage of students proficient on the Math MEAP test will meet or exceed the state average.

Strategy 1:

Improve Math Skills - Staff will evaluate the effectiveness of the materials and resources for 7-12 Math programs and implement the Math curriculum based on the GLCE'S, HSCE'S, CCSS as well as ACT standards.

Research Cited: MEAP scores, EXPLORE scores as well as PLAN scores

Activity - Improve Math Skills	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will continue with curriculum implementation efforts in Math and develop Pre-Post Test/Assessments to evaluate the decrease in student failures.	Professional Learning	08/26/2013	06/10/2014	\$250	General Fund	All staff members

Goal 2: All students at Beal City Jr/Sr High School will become proficient writers

This plan includes progress notes which are at the very end of this document

Measurable Objective 1:

60% of Seventh, Eighth, Ninth, Tenth, Eleventh and Twelfth grade students will demonstrate a proficiency The target population will become proficient writers in English Language Arts by 06/10/2014 as measured by Our students will meet or exceed the state average for percent proficient in writing on the MEAP / MEAP Access / MME and Mi-Access.

Strategy 1:

Improve Writing by Using Best Practices - Staff will research Best Practices involving writing instruction which focuses on including details while differentiating instruction for the targeted group especially the males. Collaboration will be incorporated among grade level and content area teachers while sharing strategies and results with the use of technology.

Research Cited: ELA staff members were sent to professional development to assist all staff with reading and writing in the content areas. Staff will also focus on specific research-based journal articles that provide guidance in writing instruction.

Activity - Improve Writing Skills	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Collaboration among staff will focus on writing instruction using Best Practices. A portion of each staff meeting will be dedicated to staff helping staff to become better instructors of writing.	Professional Learning	09/03/2013	06/10/2014	\$250	General Fund	All staff members

Goal 3: All Students at Beal City Jr/Sr High School will participate in Laboratory and Hands on Activities

This plan includes progress notes which are at the very end of this document

Measurable Objective 1:

25% of Seventh, Eighth, Ninth, Tenth, Eleventh and Twelfth grade students will demonstrate a proficiency All student will show yearly increases in MEAP/MME/ACT/EXPLORE/PLAN/PSAT/MEAP Access and MI-Access proficiency levels in Science by 06/10/2014 as measured by The target population will meet or exceed the state average fro proficient in Science on the MEAP/MME/MEAP Access and/or Mi-Access.

Strategy 1:

Improve Laboratory and Hands on Activities - Staff will expand vocabulary skills by creating a comprehensive exam for every Science class, that will allow students to analyze graphs, charts and decipher the information. Staff will keep updated on Michigan's move towards the National Science Standards. Staff will evaluate the effectiveness of the materials and resources for 7-12 Science programs and implement the Science curriculum based on GLCE'S, HSCE'S, CCSS and ACT Standards. Science teachers will research suggested Science Labs and Hands on Activities.

Research Cited: The staff will review the MEAP, ACT, EXPLORE, PLAN and MME results as it pertains to the curriculum for each of the four Science areas.

Activity - Improve Laboratory and Hands on Activities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Expand Science laboratories and Hands on Experiences by doing one per unit. Teachers will research suggested Science labs for the MEAP, ACT, MME, EXPLORE and PLAN	Professional Learning	09/03/2013	06/10/2014	\$250	General Fund	All staff

Goal 4: All students will read effectively on current Social Studies concepts and issues within the content area.

This plan includes progress notes which are at the very end of this document

Measurable Objective 1:

50% of Seventh, Eighth, Ninth, Tenth, Eleventh and Twelfth grade students will demonstrate a proficiency Our students will show growth on MEAP, ACT, MME and classroom assessments with locating information and increase reading skills across the curriculum in Social Studies by 06/10/2014 as measured by Our students will meet or exceed the state average from proficient in Social Studies through improved reading skills.

Strategy 1:

Improve Reading Skills in Social Studies - Staff will evaluate the effectiveness of the materials and resources for the 7-12 Social Studies program, and continue curriculum implementation in SS based on GLCE'S, HSCE'S, CCSS and SCT Standards where appropriate.

Research Cited: MEAP, MME and ACT vocabulary will be closely monitored and assessed with input from all staff. Reading in the content areas will also be explored to determine this specific goal to ensure more success on state and classroom assessments.

School Improvement Plan

Beal City High School

Activity - Improve Reading Skills in Social Studies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will develop a Social Studies curriculum aligned with GLCE'S, HSCE'S, CCSS and ACT Standards, as well as work closely with all staff to integrate reading strategies into the SS curriculum	Professional Learning	09/03/2013	06/10/2014	\$250	General Fund	All staff

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Improve Reading Skills in Social Studies	Staff will develop a Social Studies curriculum aligned with GLCE'S, HSCE'S, CCSS and ACT Standards, as well as work closely with all staff to integrate reading strategies into the SS curriculum	Professional Learning	09/03/2013	06/10/2014	\$250	All staff
Improve Laboratory and Hands on Activites	Expand Sxcience laboratories and Hands on Experiences by doing one per unit. Taechers will research suggested Science labs for the MEAP, ACT, MMNE, EXPLORE and PLAN	Professional Learning	09/03/2013	06/10/2014	\$250	All staff
Im prove Math Skills	Staff will continue with curriculum implementation efforts in Math and develop Pre-Post Test/Assessments to evaluate the decrease in student failures.	Professional Learning	08/26/2013	06/10/2014	\$250	All staff members
I*mprove Writing Skills	Collaboration among staff will focus on writing instruction using Best Practices. A portion of each staff meeting will be dedicated to staff helping staff to become better instructors of writing.	Professional Learning	09/03/2013	06/10/2014	\$250	All staff members
Total					\$1000	

Progress Notes

Type	Name	Status	Comments	Created On	Created By
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