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 very small agricultural community in the Mid-Michigan area with 350 plus students 7th - 12th grade. The past several years we've noticed an increase of special education students, especially in the area of ASD. For being a small school our students perform very well on standardized assessments. We have wonderful parent and community support for all our programming. One of the challenges we face is accommodating all our special education population needs. We are able to outsource a few of our students to neighboring schools to give students the best opportunity for success with their education.

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.

- The Fall of 2013 We had 226 total students 9th - 12th grade. Between students that were in a uniform (191= 85% of students   in uniform) of some type, which would be our Band, Cheer Squad, Boy's and Girl's X-Country, JV and Varsity Volleyball, JV and Varsity Football the average GPA was an amazing 3.55
- Our ACT/College Readiness scores are above Sate average in all categories (Math / ELA & Science)
- Our 8th and 9th grade students performed well on the ACT-EXPLORE
- Our 10th grade students performed well on the ACT-PLAN
- The past three years we have had a total of 140 graduates and 72 have went on to 4-year college programs with 50 attending 2-year 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.

Additional Information

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

Our road to success is to continue to maintain high standards towards excellence. We may be small in size, but our performance is large. Our commitment towards education and our students, staff, parents and community make Beal City a place to be proud of:)

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 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, 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 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.

How do student enrollment trends affect staff recruitment?

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.

How do student enrollment trends affect budget?

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.

How do student enrollment trends affect resource allocations?

We put the allocated 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 to help prepare them for the future.

How do student enrollment trends affect parent/guardian involvement?

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.

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

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 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.

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

We will continue to provide training and create more awareness to staff, students and parents 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. We only had three references for truancy this past school year.

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. Maybe more continued awareness of the importance of good attendance on grades and social interaction.

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. However, our math results are improving as well.

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

Our Reading and Social Studies continue to be areas where we perform well. However, our Math performance is improving.

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

Using the ACT-MME along with EXPLORE and PLAN our students were above the state averages in all content areas. However, the MEAP data indicates we were above the state targets in the areas of ELA, Math 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 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.

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-MME 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 others with ACT-MME, EXPLORE and PLAN results. However, our Math results are continually improving.

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

Math and Writing continue to be areas identified for improvement with 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?

This past year Science and Writing are below the state targets on MEAP, but again above the state averages in areas 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 can play a factor in all school achievement.

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 to assess all students.

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

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.

Subgroup Student Achievement

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

- White
- Male
- 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?*

Math and Writing

How do you know the achievement gap is closing?*

The scores for those particular subgroups are becoming more consistent 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 closing? (Internal and External)*

A possible factor could be the increasing skills needed to perform well on standardized tests. For instance, College and Career Ready skills.

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

Our students performed well on the ACT-Plan and Explore, which are god indicators for post secondary opportunities.

What actions could be taken to continue this positive trend?

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

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 more 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?*

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 not ELL'S 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 Study Team 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 as well as take on-line learning.

Label	Question	Value
	What percentages of students participate in Extended Learning Opportunities, either for additional support or increased challenge?	24.0

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?	19.0

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?	5.0

Label	Question	Value
	How many teachers have been teaching 9-15 years?	7.0

Label	Question	Value
	How many teachers have been teaching >15 years?	5.0

What impact might this data have on student achievement?

We have a fairly 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.	54.0

Label	Question	Value
	Indicate the total number of days for teacher absences due to illness.	84.0

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?

* In my school, programs and services are available to help me succeed.

* In my school, The principal and teachers have high expectations for me.

* My school provides me with challenging curriculum and learning experiences.

* In my school, a variety of resources are available to help me succeed (e.g. teaching staff, technology and media center).

* In my school, I can participate in activities that interest me.

* In my school, I have access to counseling, career planning, and other programs to help me in school.

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

* In my school, the purpose and expectations are clearly explained to me and my family.

* In my school, a high quality education is provided.

* In my school, teachers work together to improve student learning.

* In my school, My school gives me multiple assessments to check my understanding of what was taught.

* My school prepares me to deal with issues I may face in the future.

* My school offers opportunities for my family to become involved in school activities and my learning.

* May school provides learning services for me according to my needs.

* All of my teachers use a variety of teaching methods and learning activities to help me develop the skills I need to succeed.

* All of my teachers explain their expectations for learning and behavior so I can be successful.

* All of my teachers provide me with information about my learning and grades.

* All of my teachers keep my family informed of my academic progress.

* All of my teachers fairly grade and evaluate my work.

* In my school, the building and grounds are safe, clean, and provide a healthy place for learning.

* In my school, computers are up-to-date and used by teachers to help me learn.

* My school shares information about school success with my family and community members.

* My school prepares me for success in the next school year.

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

* In my school, all students are treated with respect.

* My school makes sure there is at least one adult who knows me well and shows interest in my education and future.

* All of my teachers change their teaching to meet my learning needs.

* In my school, students respect the property of others.

* In my school, students help each other even if they are not friends.

* My school considers students opinions when planning ways to improve the school.

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

* In my school, rules are applied equally to all students.

* In my school students treat adults with respect.

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

There has been a decrease in the area of respect among students towards authority figures and even their peers. We are living in an "I" generation! Students want to know what is in it for them, instead of how can I help the greater good.

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

Staff will continue to consider data and strive to improve through evaluation and building relationships with all school entities from students, staff, and community.

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's governing body operates responsibly and functions effectively.

* Our school provides opportunities for stakeholders to be involved in the school.

* All of my child's teachers report on my child's progress in easy to understand language.

* My child has up-to-date computers and other technology to learn.

* Our school provides qualified staff members to support student learning.

* Our school provides a safe learning environment.

* Our school provides opportunities for students to participate in activities that interest them.

* Our school ensures that the facilities support student learning.

* Our school ensures that instructional time is protected and interruptions are minimized.

* My child is prepared for success in the next school year.

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 has established goals and a plan for improving student learning.

* Our school's governing body does not interfere with the operation or leadership of the school.

* Our school has high expectations for students in all classes.

* Our school shares responsibility for student learning with its stakeholders.

* 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).

* Our school ensures that all staff members monitor and report the achievement of school goals.

* My child has administrators and teachers that monitor and inform me of hi/her learning progress.

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

* All of my child's teachers provide and equitable curriculum that meets the needs of his/her learning needs.

* All of my child's teachers give work that challenges my child.

* All of my child's teachers meet his/hers learning needs by individualizing instruction.

* All of my child's teachers work as a team to help my child learn.

* All of my child's teachers help me to understand my child's progress.

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

* Our school communicates effectively about the school's goals and activities.

* All of my child's teachers keep me informed regularly of how my child is being graded.

* My child sees a relationship between what is being taught and his/her everyday life.

* My child is given multiple assessments to measure his/her understanding of what was taught.

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

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

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

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.

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 formally reviewed and revised with involvement of stakeholders.

* Our school's purpose statement id based on shared values and beliefs that guide decision-making.

* Our school has a continuous improvement process based on data, goals, and measures fro growth.

* Our school's governing body or school board complies with all policies, procedures, laws and regulations.

* Our school's leaders support an innovative and collaborative culture.

* Our school's leaders expect staff members to hold all students to high academic standards.

* Our school's leaders hold all staff members accountable for student learning.

* Our school's leaders regularly evaluate staff members on criteria designed to improve teaching and learning.

* Our school's leaders engage effectively with all stakeholders about the schools purpose and direction.

* Our school's leaders provide opportunities for stakeholders to be involved in the school.

* All teachers in our school use a variety of technologies as instructional resources.

* All teachers in our school use a process to inform students of their learning expectations and standards of performance.

* 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, all stakeholders are informed of policies, and procedures related to grading and reporting.

* Our school provides qualified staff members to support student learning.

* Our school provides instructional time and resources to support our school's goals and priorities.

* Our school provides protected instructional time.

* Our school provides a variety of information resources to support student learning.

* Our school provides a plan for the acquisition and support of technology to support the school's operational needs.

* Our school provides high quality student support services (e.g. counseling, referrals, educational and career planning).

* 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 uses data to monitor student readiness and success at the next level.

* Our school leaders monitor data related to student achievement.

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

* Our school's leaders ensure all staff members use supervisory feedback to improve student learning.

* All teachers in our school personalize instructional strategies and interventions to address individual learning needs of students.

* All teachers in our school provide student 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.

* In our school, all staff members use student data to address the unique learning needs of students.

* In our school, staff members provide peer coaching to teachers.

* In our school,a formal process is in place to support new staff members in their professional practice.

* In our school, all school personnel regularly engage families in their children's learning process.

* Our school provides sufficient material resources to meet student needs.

* Our school provides opportunities for students to participate in activities that interest them.

* Our school employs consistent assessment measures across classrooms and courses.

* Our school ensures all staff members are trained in the evaluation, interpretation and use of data.

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

* Our school's governing body or school board maintains a distinction between its roles and responsibilities and those of school leadership.

* Our school's leaders hold themselves accountable for 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 regularly use instructional strategies that require student collaboration, self-reflection and development of critical thinking skills.

* All teachers in our school use consistent common grading and reporting policies across grade levels and courses.

* 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, 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, all staff members participate in continuous professional learning based on identified needs of the school.

* In our school, a professional learning program is designed to build capacity among all professional and support staff members.

* Our school provides a plan for the acquisition ans support of technology to support student learning.

* Our school has a systematic process for collecting, analyzing and using 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.

* 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.

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

A few staff members are reluctant to move towards differentiating their instruction either for fear or use of technology. However, 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.)

The MIPHY results are shared with students to assist students with their decision making process. The schools Health teacher along with outside resources use data to help students make better decisions on 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, instruction 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 standards are being implemented?

Our staff completed a cross-walk between the CCSS and the GLCE'S as well as the HSCE'S. our staff put together pacing guides to assist them with driving instruction. Our pacing guides are 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

Label	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.	

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

Label	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.	

Label	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 their High School years and update as needed.	

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

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

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.	No	Our District's elementary school has a School-Parent Involvement Plan aligned to our Board Policy	

Label	Assurance	Response	Comment	Attachment
	The institution has a School-Parent Compact. If yes, please attach the School-Parent Compact below.	No	Our District's elementary school has a School-Parent Compact in place.	

Label	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
2014-2015

Overview

Plan Name

Beal City Jr/Sr High School Improvement Plan 2014-2015

Plan Description

A plan developed that outlines goals, strategies and activities Beal City Jr/Sr High School will implement during the 2014-2015 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	All Students at Beal City Jr/Sr High School wiil participate in Laboratory and Hands on Activities 2014-2015	Objectives: 1 Strategies: 1 Activities: 1	Academic	$200
2	All students at Beal City Jr/Sr High School will become proficient writers 2014-2015	Objectives: 1 Strategies: 1 Activities: 1	Academic	$200
3	Beal City Jr. High Students Will Improve Mathematics Success 2014-2015	Objectives: 1 Strategies: 1 Activities: 1	Academic	$200
4	All students will read effectively on current Social Studies concepts and issues within the content area 2014-2015	Objectives: 1 Strategies: 1 Activities: 1	Academic	$200

Goal 1: All Students at Beal City Jr/Sr High School wiil participate in Laboratory and Hands on Activities 2014-2015

Measurable Objective 1:

30% of All Students will demonstrate a proficiency with expanded vocabulary in Science by 06/05/2015 as measured by whether students meet or exceed the state average for proficiency in Science on the MEAP/EXPLORE/PLAN/ACT/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. Still 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.

Research Cited: Science teachers will research suggested Science L:abs and Hands on Activities. 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.

Tier: Tier 1

Activity - Improve Laboratory and Hands on Activites	Activity Type	Tier	Phase	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, MMNE, EXPLORE and PLAN	Direct Instruction	Tier 1	Implement	09/02/2014	06/05/2015	$200	General Fund	All staff

Goal 2: All students at Beal City Jr/Sr High School will become proficient writers 2014-2015

Measurable Objective 1:

65% of All Students will demonstrate a proficiency by increasing writing skills across the curriculum in English Language Arts by 06/05/2015 as measured by whether our students will meet or exceed the state average for percent proficient in writing on the MEAP/EXPLORE/PLAN/ACT/MEAP Access / MME and Mi-Access..

Strategy 1:

Im prove Writing by Using Best Practices - Staff will research Best Practices involving writing instruction which focuses on including details while differentiating instruction for all students. 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.

Tier: Tier 1

Activity - Improve Writing Skills	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Best Practices. Collaboration among staff will focus on writing instruction. A portion of each staff meeting will be dedicated to staff helping staff to become better instructors of writing.	Direct Instruction	Tier 1	Implement	09/02/2014	06/05/2015	$200	General Fund	All staff

Goal 3: Beal City Jr. High Students Will Improve Mathematics Success 2014-2015

Measurable Objective 1:

55% of Seventh and Eighth grade students will demonstrate a proficiency on state Math assessments in Mathematics by 06/05/2015 as measured by The percentage of students proficient on the Math MEAP test.

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

Tier: Tier 1

Activity - Improve Math Skills	Activity Type	Tier	Phase	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.	Direct Instruction	Tier 1	Implement	09/02/2014	06/05/2015	$200	General Fund	All staff

Goal 4: All students will read effectively on current Social Studies concepts and issues within the content area 2014-2015

Measurable Objective 1:

50% of All Students will demonstrate a proficiency by increasing reading skills in Social Studies by 06/05/2015 as measured by whether students will meet or exceed the state average for proficiency 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 ACT 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.

Tier: Tier 1

Activity - Improve Reading Skills in Social Studies	Activity Type	Tier	Phase	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	Direct Instruction	Tier 1	Implement	09/02/2014	06/05/2015	$200	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	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Improve Math Skills	Staff will continue with curriculum implementation efforts in Math and develop Pre-Post Test/Assessments to evaluate the decrease in student failures.	Direct Instruction	Tier 1	Implement	09/02/2014	06/05/2015	$200	All staff
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	Direct Instruction	Tier 1	Implement	09/02/2014	06/05/2015	$200	All staff
Improve Laboratory and Hands on Activites	Expand Science laboratories and Hands on Experiences by doing one per unit. Teachers will research suggested Science labs for the MEAP, ACT, MMNE, EXPLORE and PLAN	Direct Instruction	Tier 1	Implement	09/02/2014	06/05/2015	$200	All staff
Improve Writing Skills	Best Practices. Collaboration among staff will focus on writing instruction. A portion of each staff meeting will be dedicated to staff helping staff to become better instructors of writing.	Direct Instruction	Tier 1	Implement	09/02/2014	06/05/2015	$200	All staff