



School Improvement Plan

Morrice Area High School

Morrice Area 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?

Morrice Area Schools is a small, rural school located east of Lansing, Michigan. As of the census in 2010, there were 927 people, 367 households, and 239 families residing in the village of Morrice. The racial makeup of the village was 97.0% White, 0.1% African American, 0.6% Native American, 0.1% Asian, 0.3% from other races, and 1.8% from two or more races. Hispanic or Latino of any race were 1.6% of the population. This data also reflects the school ethnicity as well. The median income for a household in the village was \$40,417, and the median income for a family was \$42,000.

Morrice Jr/Sr High School contains students in 7th through twelfth grade. The average enrollment for the past four years has been 560 students; with a current enrollment of 544 students. Particular challenges that Morrice faces are low enrollment and decreasing enrollment. We continue to offer the education that our community deserves, but because of the lower enrollment some programs are difficult to maintain. To fight this problem we have found new and inventive ways to offer students the same education, if not better, that they could receive from a much larger institution. We are proud of our school and our community and find ways to ensure that the district remains financially and educationally sound.

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.

Morrice Area Schools motto is "Big enough for excellence...Small enough to care," and we embody that motto in everything that we do. We realize that a small school has its challenges but can offer a student centered and individually focused education that large institutions can not offer. The Mission of Morrice Area Schools is to prepare all students for career and college success and to foster a sense of community service and responsibility. Morrice Area Schools sets high expectations for our students. We have gone above and beyond to ensure that every student has the opportunity to access an education that will ensure success after graduation. We continue to offer small class sizes and courses that enrich and extend students knowledge, despite financial concerns and decreased enrollment.

Our Goals:

Academic - All students will demonstrate one year's growth annually.

Community - Nurture community pride in the schools that provides for strong community support by seeking input, valuing diversity of thought, and demonstrating the value of quality public education.

Communication - Maintain and improve relationships between the Board of Education, administration, staff, and the community through effective and collaborative communication.

Culture - Cultivate a quality learning environment that supports, challenges and inspires all students and staff to reach their full potential through a fully aligned curriculum and extra-curricular activities.

Financial - Prudently allocate resources in a way that maximizes their value and allows the District to meet its obligations and improve long-term financial health by growing the fund equity 1% of budget per year

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.

In the next three years our district is focused on increasing student success on standardized testing, but more importantly increasing student success after graduation. We are also cognizant that a school district must have a balanced budget and a fund equity that will allow for the district to stay financially stable through troubled times. Over the next three years we plan to balance our budget and begin to build fund equity.

Our most notable achievements in the last three years have involved our work with curriculum and best practice instruction. This upcoming year will be our second year with a Curriculum Alignment Consultant. We have worked diligently to vertically and horizontally align Mathematics and Science curriculum. This upcoming year we will focus on the alignment of ELA and Social Studies. Our staff has taken on the team mentality and we have seen huge gains in both curricular work and school unity. We continue to employ an instructional coach to help integrate best practice instructional strategies. This work has developed competency in our staff and the delivery of our curriculum has seen measurable gains. We continue to struggle in the area of Mathematics as a district. To combat this issue we have implemented Everyday Mathematics in the elementary and realigned our curriculum in the secondary building. The future of our mathematics program is solid and we continue to master our delivery.

Some of the Jr/Sr Highs more notable achievements in the past year include:

The Morrice Jr/Sr High School 8th grade class scored an 80% proficient on the reading portion of the MEAP which was the second highest in the county.

Morrice Area Schools is implementing the Common Core State Standards (CCSS) in the subject areas math, science, and English language arts

The Morrice Jr/Sr High School Baker College Competitive Olympics Team took 1st place

Character Development Days

A College - Level Water Quality Grant was funded for about \$5000 to engage 15-20 students in active research at the Jr/Sr high school

Morrice Jr/Sr High School 8th graders visited Washington D.C.

The Morrice Jr/Sr High School Raised \$2220 for St. Baldrick's Charity bringing our 7 year total to \$16,203

Morrice Jr./Sr. High Band received a Division One at MSBOA Festival.

Morrice Music Program recognized for enriching the musical culture of Shiawassee County.

Morrice Jr/Sr High School hosted its first Career Fair; 17 speakers presented many of them parents in our community!

The State of Michigan Attorney General's office presented their Cyber Safety Initiative at Morrice Area Schools

The Morrice Jr/Sr High School Anti-Bullying Team brought former MSU Basketball player Anthony Ianni to speak to Morrice students in grades 3 through 12 regarding bullying and autism awareness.

The Morrice High School National Honor Society coordinated a food drive for the local area food bank, far exceeding donations from any other student organization

Morrice Area Schools was awarded a \$1000 grant from PNC Bank for Summer Enrichment Programs

Two Morrice Band students performed at the MSBOA State Solo and Ensemble Contest. One of those students, received a Division One at State Solo and Ensemble

Several high school students participated in the annual Shiawassee Arts Council Scholarship Show, with one student winning a scholarship

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The high school Digital Photography Class put on an art exhibit at the Durand Union Station

AP English students and English 12 students attended a trip to the Holocaust Memorial Center

We offer three Advanced Placement Classes - AP English, AP Calculus, and AP Biology

The Morrice High School National Honor Society ran three Red Cross Blood Drives during the school year, with enough donations to potentially save over 150 lives

The Morrice Jr/Sr Student Council put on a toy drive, collecting toys, clothing and money, which was donated to the Morrice/Perry VFW toy donation program

The Morrice Varsity Volleyball Team won districts for the first time

Additional Information

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

Morrice Area Schools is a proud school and works diligently with all stakeholders (parents, students, staff, community) to provide an individualized education for every student. Our motto "Big enough for excellence...Small enough to care," is not just a motto but reality. We will do whatever it takes to ensure that every student reaches their maximum potential before leaving high school. Our goal is to ensure that every one of our students has success after graduation.

The Jr/Sr High School provides a unique opportunity for students in grades seven and eight to interact with and learn from their future high school teachers. We are focused on preparing our junior high for high school and preparing our high school students for success after graduation. We believe that the time spent building relationships with students is time well spent. Our staff is dedicated to our community and puts in the extra time needed to help every student. We are proud that we continue to offer the same courses that larger institutions offer with a smaller class size and dedicated staff who care about each individual student.

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.

The majority of the work on the School Improvement Plan occurred during individual and combined school improvement team meetings. Each school improvement team includes several teachers and administrators. Each of these meetings is open to the public; parents and community members are encouraged and invited to attend. The involvement of all stakeholders is dependent on the topic of the meetings. At times student involvement is needed and is sought out through one of many student organizations (National Honor Society, Student Council, Anti-Bullying Team). Other organizational meetings; including PTO, Boosters, and Technology Committee, are used to get parent and community input. Meetings are held after school and input is gained from those who can attend and email input from those who can not attend. Each year we conduct perception surveys for parents, students, and staff. Other surveys are conducted based on need. These surveys work to gather information from a larger group of people and allow us to analyze and incorporate in the SIP. The administrators, including business manager, all meet to finalize and align the DIP with each building SIP. The DIP and SIP is reviewed by the school board at a regularly scheduled board workshop.

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

The building principal has the responsibility to complete the School Improvement Plan with the help of all stakeholders. Administration has several meetings throughout the year to help analyze stakeholder data and develop both the SIP and DIP. A lot of this data and input comes from each individual buildings School Improvement Plan, which is developed by the buildings School Improvement Team. The SIT is responsible for collecting and analyzing stakeholder information and incorporating it into the SIP. Every attempt is made to incorporate all applicable stakeholders in the SIT meetings. Other stakeholder groups (Teachers, Support Staff, Parents, Community Members, Students) are sought out for input utilizing surveys, already formed organizations, and personal contact. Our SIP is focused on improving our student achievement in core subjects and therefore the SIP relies heavily on staff input and the analysis of student data.

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 final School Improvement Plan is available throughout the year at the main office and central office. The SIP is reviewed by the School Board at a regularly scheduled Board Workshop. At the beginning of each school year the DIP and SIP is reviewed by applicable staff in each building. Updates to the SIP are conveyed through administrator comments at regularly scheduled Board Meetings. The SIP is posted on our website for anyone to view

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?

The school leadership decides how many teachers are needed depending on how many students are enrolled per grade-level. Thus, the administration creates a master schedule that ensures that each grade level (7-12) has the ability to take all the required courses under the Michigan Merit Curriculum (MMC). The number of staff hired/maintained at the school is dependent on the staff (and their qualifications) are needed to fully implement the MMC for students to graduate successfully and college ready.

How do student enrollment trends affect staff recruitment?

If total enrollment is high and we do not have the staff accommodate for the high enrollment, then we will hire. If total enrollment is low then there is no need to recruit, unless a retirement occurs and we still need staff to cover the needs of our students.

How do student enrollment trends affect budget?

Student enrollment trends affect budget a great deal. If we do not have the amount of students needed to support a teacher's wage, then we must be creative in how classrooms are set up and courses are offered (such as utilizing online courses and curriculum). Students are a financial asset to the school, when more enroll then funds are available to increase programs and hire more staff.

How do student enrollment trends affect resource allocations?

The school makes sure all students have what they need to be successful in school. If more textbooks are needed, they are purchased. In regards to extra resources, this is determined solely on budget needs. Increased enrollment results in greater funds for the district, greater funds result in more resources for students and staff.

How do student enrollment trends affect facility planning and maintenance?

Student enrollment trends affect facility planning and maintenance depending on the impact on student learning. For example if a piece of equipment such as boiler malfunctions or breaks, to meet the basic necessities of the student body it will need to be replaced. This may take priority over purchasing academic tools.

How do student enrollment trends affect parent/guardian involvement?

The more students enrolled and the caliber of such parents, may result in greater parent/guardian involvement. However, an increase in students with negligent parents will result in less parental involvement.

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

Teachers currently receive a \$200 stipend to attend professional development each year. In addition to this, our district provides 30 hours of in-house professional development. We often try to not have outside resources in to complete professional development, but rather utilize staff or administration to contribute to professional learning. This helps keep the cost down, thus not allowing student enrollment to affect how staff at Morrice Jr/Sr High School are developed professionally.

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

The challenges, are small class sizes which restrict financially the courses the school is able to offer in the traditional format (face-to-face not online) as well as students coming from a low socio-economic status. The school utilizes 31a funds to hire student tutors to assist our at-risk students in areas of difficulty. With a large percentage of our student body being from low-income families, school-wide performance data is not reaching proficiency at the level the school district desires. Many of our students enroll in our school with low reading and math abilities.

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

Student enrollment has been going through a steady decline over the past 5 years until this past year as we leveled off. We have spent time advertising school of choice and highlighting what we can offer to parents who currently school of choice out of the district. Ultimately a decrease in enrollment causes a decrease in funding. Some programs must be cut to maintain fiscal responsibility. Cutting the wrong programs can cause more students to leave the district.

What are the challenges you noticed based on student attendance?

For the 2012-2013 school year Morrice Jr/Sr High School had 2,52 student tardies, 1,005 unexcused absences, 2,262 excused absences, and 49 days of suspensions. We have 254 students enrolled at Morrice Elementary. There are a total of 170 school days. One challenge that was evident was the amount of tardies our students have accumulated. This is missed instruction time for students that will result in the formation of achievement gaps.

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

For the 2013-14 school year we have hired a Dean of Students in our building. Part of his responsibility is to work with students and families on attendance issues.

Student Achievement Data for All Students

This area includes data questions.

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

Morrice Jr/Sr High School is consistently showing increased proficiency in the subject of reading on both the MEAP and MME standardized assessments. For example, 11th grade students on the 2013 MME Reading assessment reached a proficiency rate of 49% and Morrice 8th grade students on the 2012 MEAP Reading assessment reached a proficiency rate of ~80% which was the highest score in Shiawassee County.

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

Proficiency on the MEAP for the school's 8th grade students dropped drastically between the 2008-2009 school year and the 2009-2010 school year (going from 24% to under 10%). Since this drastic decline in proficiency, 8th grade Science MEAP scores have very gradually increasing from 3% proficiency to nearly 10% proficiency in the 2012-2013 school year. The school continues to create new programs to see this gradual rise in proficiency increase more rapidly.

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

For the 2012-2013 school year, our 8th grade student reached a proficiency rate in Reading on the MEAP of ~80% going above the statewide proficiency rate of 66% and out performing the county proficiency rate of 67%.

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

Our top 30% of our students showcase good student skills in all core subjects. For the most part our top 30% in each subject are made up of the same students. These students show the dedication and grit to be successful in any subject even if it is not their best area of study.

What factors or causes contributed to improved student achievement?

During the 2012-2013 school year the school implemented the use of a course designed to improve student reading abilities. The course used a rewards program and tested students often to measure their progress in achieving higher reading levels. This successful program contributed greatly to the the high scores in reading proficiency on standardized tests.

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

Upon review of the 2012-2013 standardized assessment data, the administration can conclude that a combination of the positive behavior program and the reading course and rewards program have had the greatest impact on student achievement.

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

Upon reviewing the MEAP/MME data for 2012-2013 school year, 7th, 8th, & 11th grade math scores were at proficiency rates under 15% with a trend over the years of decline.

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

After reviewing trend data from the MEAP assessment, the data indicates that 9th grade social studies scores in 2009-2010 were at a proficiency rate of 33%, however the current proficiency rate for 2012-2013 school year was at 24% proficiency. This is a decrease of 9%.

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

After reviewing the MEAP assessment data for 2012-2013 school year, 7th grade students at Morrice Jr/Sr High School scored proficiency rates beneath the state average in the following subjects:

7th grade math 2%/38%

7th grade reading 46%/62%

7th grade writing 34%/52%

After reviewing the MEAP assessment data for 2012-2013 school year, 8th grade students at Morrice Jr/Sr High School scored proficiency rates beneath the state average in the following subjects:

8th grade math 12%/33%

8th grade science 8%/16%

After reviewing the MEAP assessment data for 2012-2013 school year, 9th grade students at Morrice Jr/Sr High School scored proficiency rates beneath the state average in the following subjects:

9th grade social studies 24%/29%

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

Our bottom 30% of our students are weighted heavily with special education and male students. Most of the bottom 30% students are the same bottom 30% students in all subjects. These students lack the required skills (socially and academically) to be successful in class. Gaps in education as well as lacking grit are two evident reasons for these students struggles.

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

A large contributing factor for low student achievement is the socioeconomic status of a large majority of our student population. 44% of the

student population qualifies for free-and-reduced lunches and data indicates that students from a low SES achieve poorer on standardized assessments.

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

Upon review of the 2012-2013 standardized assessment data, the administration can conclude that a combination of poor attendance, a large population of low SES students, and not fully implemented aligned curriculum have contributed to low student achievement.

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

Teachers received professional development concerning maintaining consistency across all grade levels. A district initiative has started to vertically align all curriculum.

Subgroup Student Achievement

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

Response:

- White
- Female

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

Response:

- None

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

Currently our achievement gaps are steady and not closing. We have seen some substantial gains in reading and our scores indicate those gains. All groups scores appear to be increasing with some gaps closing. Not all students are making gains at the same rate.

How do you know the achievement gap is closing?*

For Reading we see our gaps closing both on our MEAP and MME scores but also in the classroom. All of our students appear to be increasing their reading levels, just at different rates.

What other data support the findings?

We conduct AIMSWEB testing in middle school and for our lowest 9th grade readers.

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

We are a MiBLSi school and have implemented strategies for successful readers. Among these strategies and interventions are Keys to Literacy, REWARDS, and Language!

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

Our 8th grade scores on the MEAP are a good sign of progress. We also see students of all levels utilizing strategies in their core classes.

What actions could be taken to continue this positive trend?

First we need to continue our work with Reading so that we decrease our student gap while increasing everyone's reading level. We also need to replicate our strategies used in Reading and develop the programs for the other subject areas.

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

Response:

- None

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

Response:

- None

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

Our achievement data for these subgroups shows that while our students have made some gains the gap is still about the same. Having small data sets (students) does not always allow for proper data analysis. We look at our students on an individual basis and less as a subgroup.

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

We do not see an achievement gap getting greater but do realize that our strategies are received and utilized at different rates by our students. The more strategies we put in place the better chance that we will have achievement gaps.

What other data support the findings?*

AIMSWEB, Pre/Post testing, Practice Testing, Standardized Course Assessments

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

The reason for any increase is the same reason for the current gaps. At the secondary level students process information and use strategies at different rates. For our lowest achievers they do not show the grit and student skills necessary to be included in the top 30%. As we implement our strategies across all student groups we develop gaps because our top 30% achieve faster than our bottom 30%.

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

When we implement new strategies in our school it is evident that it helps all students, but we notice that some students need more time or more interventions to be successful. If they do not have this opportunity they fall behind the top 30%.

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

To close the achievement gap we will need more interventions for those students who struggle. We also need to maintain the supports that we give all students. We also need to teach the student skills and performance based personal characteristics to our students.

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

We currently do not have any ELL students.

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.)?

Since we have such a small student population it is easy for us to ensure that we have not only implemented strategies for our students with disabilities but all of our students. We focus on the student as an individual and set up strategies that are easily accessible to them. This includes when, where and how we implement.

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

We do weekly grade checks and send a honeywell phone call home to parents informing them that their student is at risk of failing. These students are then invited to attend our after school tutoring or Saturday schools.

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

We are focused on meeting the needs of our students, which requires us to offer numerous extended learning opportunities. Some of these are implemented within the classroom and allow students to learn more about the current studies. Other opportunities include after school tutoring, Saturday schools, and Summer School. We also offer opportunities to learn online, dual enrollment, independent studies, and CTE programming.

Label	Question	Value
	What percentages of students participate in Extended Learning Opportunities, either for additional support or increased challenge?	45.0

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

Depending on the opportunity, but include: Honeywell calls, emails, parent letters, in-school advertisement, Open House, Parent Teacher Conferences, Flyers, Facebook, School Webpage, and electronic sign announcements.

Label	Question	Value
	What is the total FTE count of teachers in your school?	14.7

Label	Question	Value
	How many teachers have been teaching 0-3 years?	1.7

Label	Question	Value
	How many teachers have been teaching 4-8 years?	7.0

Label	Question	Value
	How many teachers have been teaching 9-15 years?	2.0

Label	Question	Value
	How many teachers have been teaching >15 years?	4.0

What impact might this data have on student achievement?

Our teaching staff is a great mix of youthful motivated teachers and experienced and motivated teachers. The make-up is good for student achievement.

Label	Question	Value
	Indicate the total number of days for teacher absences due to professional learning or professional meetings.	24.0

Label	Question	Value
	Indicate the total number of days for teacher absences due to illness.	28.0

What impact might this data have on student achievement?

Our staff is really good with not taking absences. We have made it a point that we can accomplish more as a building if we do not have to rely on substitutes.

Perception Data - Students

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

"My teacher(s) believes I can learn" and "My family wants me to do well in school" were two of the areas where students indicate their highest level of satisfaction concerning their educational experience at Morrice Jr/Sr High School.

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

"My teachers listen to my ideas" and "I have fun learning" were two areas that students indicated by their responses that the school is improving (positive trend) when it concerns their educational experience at Morrice Jr/Sr High School.

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

"I have choices in what I learn" was the area the majority of Morrice Jr/Sr High School students indicated that their educational experience is lacking. Students want more choices, which can be difficult due to the small size of the school and its faculty.

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

Coinciding with the low area of "lack of choices", the area where students indicated a decreasing trend in their educational experience at Morrice Jr/Sr High School was "I have freedom at school."

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

The students have the verbal support of their parents and believe that their parents want and believe that they can be successful in their educational careers. Also, the committed staff puts in long hours working with students which creates a strong bond between the learner and the educator reinforcing the students belief in the teacher's faith in their abilities.

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

Morrice Jr/Sr High School is offering students more choices in the classes they are offered. By hiring new staff members, offering AP classes (either in house, online, or via neighboring school district), independent student courses (such as Mythology, Advanced Art/Drawing/Painting, and Civil War History, and others), and several other means. As the student body shows more respect and maturity, the school is offer more freedoms such as the implementation of a Bring Your Own Device Policy (BYOD) as of the 2013-2014 school year.

Perception Data – Parents/Guardians

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

"I feel good about myself as a parent" and "I respect the school's principal" were two of the highest areas of satisfaction among parents of Morrice Jr/Sr High School students.

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

"The school has an excellent learning environment" was an area where a trend in the positive in parent satisfaction was present.

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

"Students show respect for others" and "My child's teacher helps me to help my child learn at home" were the two lowest areas of satisfaction among parents of Morrice Jr/Sr High School students.

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

"The school meets the social needs of the students" was the area of satisfaction where parents indicate a trend in the negative direction concerning the educational experience of their student.

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

The hiring of an excellent administrator a few years ago has helped to reestablish respect among the community towards the school, its staff, and the educational experience of their child. The parents of Morrice Jr/Sr High School firmly believe that they are good parents and promote the educational interests of their students. Since the 2010-2011 school year, the school has been focused on improving standardized test scores and creating a learning community which has result in more parents viewing the school as an excellent learning center.

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

The administration and faculty have not always been focused on demonstrating to parents how they can help students learn. However, in the last three years, a building initiative has been undertaking to improve faculty-parent communication.

Perception Data – Teachers/Staff

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

The staff rated all of the areas of satisfaction as quite high. "Learning can be fun" and "My administrators are effective in helping us reach our vision" were two of the highest rated areas by the Morrice Jr/Sr High School staff.

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

All areas were rated relatively high so no one are was trending positive most areas were already very positive or trending towards such to a large degree.

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

"I feel that others are clear about what my job is at this school" was the area with the lowest satisfaction level among the Morrice Jr/Sr High School staff.

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

There were no areas that were trending in a negative direction among the faculty members.

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

The positive satisfaction level of the Morrice Jr/Sr staff in every area surveyed can be attributed to the familial relationship among staff members, the presence of a highly effective administrator, and a changing school culture (students behavior improving, more parent support, and the establishment of a more success-based learning mindset).

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.)

MiPHY data is reviewed by the SIT, Health Teacher, School Psychologist, School Social Worker, Counselor and administration. Data from the MiPHY is used to implement strategies to help our students. Included in this is adjustments to health curriculum, extra resources at the building and district level, and communication with parents.

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

The district has used an instructional coach (3+ years) and a vertical alignment consultant (2 years) to help in the process of aligning and implementing curriculum. Building principals act as curriculum directors for their buildings with oversight from the superintendent. All stakeholders (parents, students, teachers, administration, SRES staff, board of education, and community members) are involved in this process depending on the curriculum, changes to the curriculum, and need.

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

This past year we utilized a Curriculum Alignment Consultant and during the year we aligned our elementary math and science curriculum to the CCSS and NGSS. Curriculum alignment documents are used as evidence of its completion. This school year we will do the same with ELA.

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	Jr/Sr High is a 7 - 12 building and our Elementary school does test literacy and math in grades 1-5.	

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	http://morrice.k12.mi.us/modules/groups/homepagefiles/cms/1725253/File/Annual%20Reports/Morrice%20Jr%20Sr%20High%20Annual%20Report%202013.pdf and http://morrice.k12.mi.us/modules/groups/homepagefiles/cms/1725253/File/Annual%20Reports/Morrice%20Jr%20Sr%20High%20Annual%20Education%20Report%20Entity%20Breakdown.pdf	

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

Assurance	Response	Comment	Attachment
Our school reviews and annually updates the EDPs to ensure academic course work alignment.	Yes		

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		

School Improvement Plan

Morrice Area High School

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	William Heath, Superintendent, 691 Purdy Ln Morrice MI 48857. 517 625 3143	

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		District Parent Involvement Plan

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

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

Morrice Jr/Sr High School Improvement Plan 2013-14

Overview

Plan Name

Morrice Jr/Sr High School Improvement Plan 2013-14

Plan Description

Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students will increase proficiency in social studies.	Objectives: 1 Strategies: 1 Activities: 2	Academic	\$0
2	All students will increase proficiency in reading.	Objectives: 1 Strategies: 1 Activities: 4	Academic	\$18782
3	All students will increase proficiency in mathematics.	Objectives: 1 Strategies: 1 Activities: 4	Academic	\$10510
4	All Morrice Jr/Sr High school students will increase proficiency in science.	Objectives: 1 Strategies: 1 Activities: 3	Academic	\$0
5	All students will increase proficiency in writing.	Objectives: 1 Strategies: 1 Activities: 2	Academic	\$8500

Goal 1: All students will increase proficiency in social studies.

Measurable Objective 1:

59% of All Students will demonstrate a proficiency in Social Studies by 06/05/2017 as measured by MEAP and MME data.

Strategy 1:

Curriculum and Assessment Alignment - Social studies curriculum will be aligned to GLCE, HSCE, and Common Core

Midterm and final exams will directly assess this curriculum with questions being coded to benchmarks.

Research Cited: National Reading Panel, Marzano, Reading for Meaning, MMC, Midterm/Final Exam Results, MME/MEAP

Activity - Alignment of assessments including MEAP/MME Preparation Materials	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All core common assessments, including social studies, will be aligned to GLCE, HSCE and Common Core and included MEAP/MME preparatory materials such as political cartoons, reading sections from court cases, famous speeches, and laws, maps, and graphs. This will be completed using the ExamView computer program and data will be generated for analysis. Analysis will result in revised assessments, instruction and strategies.	Professional Learning	07/01/2011	06/05/2017	\$0	No Funding Required	Teachers, principal

Activity - Curriculum Alignment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All core class curriculum, including Social Studies curriculum, will be aligned to current MMC, GLCE/HSCE, and Common Core.	Professional Learning	07/01/2011	06/05/2017	\$0	No Funding Required	Teachers, principal

Goal 2: All students will increase proficiency in reading.

Measurable Objective 1:

67% of All Students will demonstrate a proficiency in English Language Arts by 06/05/2017 as measured by MME, MEAP and ACT.

Strategy 1:

Research based strategies in ELA courses - All Junior High students will receive REWARDS instruction in 7th and 8th grade.

Targeted at-risk 9th grade students will be enrolled in a Reading course. All MHS students will take 4 years of ELA in which multiple avenues of reading comprehension practice will be provided.

Research Cited: Marzano,

Reading for Meaning,

Boys-n-Bytes,

School Improvement Plan

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Nell Duke, and

Data review of standardized testing

Activity - 9th grade Reading Course	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Course required for all 9th grade at-risk (reading) students. Curriculum developed based on student needs focusing on literacy development.	Other	07/01/2011	06/05/2017	\$15726	Section 31a	ELA Teachers, Instructional Coach, Guidance Counselor, and Administrators

Activity - MiBLSi	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will continue to participate in Michigan's Integrated Behavior and Learning Support Initiative professional development and data reviews at the RESD, School, grade and classroom levels.	Professional Learning	09/09/2010	06/05/2017	\$1950	General Fund	MiBLSi team, All staff

Activity - PBiS - Positive Behavior Intervention Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Positive behavioral support is a general term that refers to the application of positive behavioral interventions and systems to achieve socially important behavioral change. PBiS directly impacts every classroom and social situation within the school. As part of MiBLSi, which focuses on behavioral interventions and reading interventions, PBiS is a critical component to student success. Morrice area schools has developed Tier 1, 2, and 3 support for students who struggle behaviorally and has also developed avenues in which our behaviorally successful students can be recognized (S.O.A.R.).	Other	09/07/2010	06/05/2017	\$300	General Fund	MiBLSi Team, Entire Staff

Activity - Reading Intervention Programs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Morrice Area High School

Reading intervention programs (REWARDS, Language!, and Keys to Literacy) will be used appropriately at each tier for 7th, 8th and 9th grade reading classes.	Other	07/01/2010	06/05/2017	\$806	General Fund	ELA teachers, Middle School Teachers, Special Education Teachers, Instructional Coach, and Counselor
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Goal 3: All students will increase proficiency in mathematics.

Measurable Objective 1:

52% of All Students will demonstrate a proficiency in Mathematics by 06/30/2017 as measured by College Readiness Benchmarks on the ACT and the number of students scoring at Levels 1&2 on the MEAP.

Strategy 1:

Instructional Design and Alignment - Students will receive math instruction that is aligned to the Common Core during daily dedicated math time. Instruction will be based on best practices and differentiated instruction.

Cumulative assessments will be aligned to Common Core and will provide both student data as well as course effectiveness data. Opportunities for after school tutoring are available to all students.

Research Cited: District vertical alignment indicated the need for course alignment to the Common Core. During vertical alignment, state standardized test scores, county math test scores, and course failure rates were analyzed.

Char Forsten and Burns was also researched.

Activity - Algebra 1 Flipped Classroom Model	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Technology will be utilized to align the Algebra 1 curriculum to the Common Core and "Flip" the classroom. Outside resources such as Khan Academy and online textbooks, along with teacher created video/screencast lessons, are utilized to deliver instruction outside of the classroom environment allowing class time to be used for practice of these new skills and a focus on Project Based Learning. This model of teaching is being implemented to both support struggling learners and allow for the extension of the topics by more advanced students while also engaging students in the mathematics curriculum.	Technology	04/09/2012	06/30/2017	\$360	General Fund	Mathematics Department Special education department General education teachers Administrators

Activity - Activity: Math Vertical Alignment/Instructional Review	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Morrice Area High School

Math courses will be vertically aligned to match the upcoming switch to the Common Core. Each month there will be an instructional focus on a particular strand (i.e. operations). The staff will develop common grade level assessments. The lessons will be taught and assessments analyzed for student gaps. Lessons will then be retaught using different forms of instruction for students struggling with mastery. Assessments will be analyzed for mastery and curriculum gaps.	Professional Learning	07/01/2011	06/30/2017	\$500	General Fund	Superintendent Principal Teachers Instructional Coach RES support
Activity - Pre-Algebra II Course	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Morrice Mathematics Department will begin offering a course titled "Pre-Algebra II" to aid students in the passing of the Algebra II curriculum as well as prepare them for higher achievement on the ACT and MME. This course will allow struggling students sufficient time and support needed to be successful in Algebra II and therefore earn their credit toward the Mathematics graduation requirement.	Academic Support Program	09/01/2012	06/30/2017	\$9650	General Fund	Building Principal and Mathematics Department Teachers
Activity - Update the Jr. High Mathematics Curriculum	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Jr. High Mathematics curriculum will be updated to correlate and align vertically with the elementary school's switch to Everyday Mathematics. The University of Chicago's Transitions Math will be purchased and implemented as the base curriculum for incoming 7th Graders, and Algebra I will be the default course for 8th Graders rather than the option. The current Math 8 Course that is in place will remain as a Pre-Algebra option for 8th Graders who need more academic support before entering Algebra I. In addition, mathematics course placement will be examined for future placements to be dependent upon achievement level rather than age.	Academic Support Program	06/01/2013	06/30/2017	\$0	General Fund	Administrator s Mathematics Department Teachers Special Education Teachers

Goal 4: All Morrice Jr/Sr High school students will increase proficiency in science.

Measurable Objective 1:

51% of All Students will demonstrate a proficiency in Science by 06/05/2017 as measured by MEAP and MME data.

Strategy 1:

Assessment Design - All 7-12 science instructors will design assessments, including quizzes, tests, and exams, that will help all students practice assessment question similar to the MEAP / MME

Research Cited: Lanier, C.W. (1994), ACT Composite Scores of Retested Students

Activity - Revised Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Morrice Area High School

Students will take science assessments (quizzes, tests, exams) that have multiple chart, table, and graphical data that are interrelated. Students will have to use this data to select correct responses on questions designed to simulate MEAP / MME questions.	Evaluation	07/01/2011	06/05/2017	\$0	No Funding Required	All 7-12 science instructors at Morrice Jr / Sr High school
Activity - Bell Work Questions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will experience MEAP / MME preparation during bell work. Teachers will have an average of 1 released item (or 1 sample question) from MEAP, MME, PLAN or EXPLORE included in their bell work	Tutoring	07/01/2011	06/05/2017	\$0	No Funding Required	All 7-12 science instructors at Morrice Jr / Sr High School
Activity - Quality Lab Experiences	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All Morrice students will be engaged in quality lab experiences in each of their 3 required science courses	Direct Instruction	07/01/2011	06/05/2017	\$0	General Fund	All science teachers. principal.

Goal 5: All students will increase proficiency in writing.

Measurable Objective 1:

58% of All Students will demonstrate a proficiency in English Language Arts by 06/05/2017 as measured by MME, MEAP and ACT.

Strategy 1:

Instructional Coach - An instructional coach will help teachers develop strategies that will direct writing instruction.

Research Cited: In reviewing best practices and student data it is evident that the best strategy for increasing student writing proficiency is dedicated instructional time daily and multiple avenues for practice.

Activity - 6-Trait Writers	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide more opportunities to analyze written responses as proof of understanding. 6-Traits writers and Literacy by Design will be used as rubrics.	Other	07/01/2011	06/05/2017	\$4250	Title II Part A	All Teachers, Instructional Coach, and the Principal
Activity - ELA Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

Morrice Area High School

A cooperative approach to staff development with instructional coach will lead to better focused instruction that will place on emphasis on reading and writing.	Professional Learning	07/01/2010	06/05/2017	\$4250	Title II Part A	Instructional Coach, Teachers, and the Principal
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Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Section 31a

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
9th grade Reading Course	Course required for all 9th grade at-risk (reading) students. Curriculum developed based on student needs focusing on literacy development.	Other	07/01/2011	06/05/2017	\$15726	ELA Teachers, Instructional Coach, Guidance Counselor, and Administrators
Total					\$15726	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Alignment of assessments including MEAP/MME Preperation Materials	All core common assessments, including social studies, will be aligned to GLCE, HSCE and Common Core and included MEAP/MME preparatory materials such as political cartoons, reading sections from court cases, famous speeches, and laws, maps, and graphs. This will be completed using the ExamView computer program and data will be generated for analysis. Analysis will result in revised assessments, instruction and strategies.	Professional Learning	07/01/2011	06/05/2017	\$0	Teachers, principal
Curriculum Alignment	All core class curriculum, including Social Studies curriculum, will be aligned to current MMC, GLCE/HSCE, and Common Core.	Professional Learning	07/01/2011	06/05/2017	\$0	Teachers, principal
Revised Assessments	Students will take science assessments (quizzes, tests, exams) that have multiple chart, table, and graphical data that are interrelated. Students will have to use this data to select correct responses on questions designed to simulate MEAP / MME questions.	Evaluation	07/01/2011	06/05/2017	\$0	All 7-12 science instructors at Morrice Jr / Sr High school
Bell Work Questions	Students will experience MEAP / MME preparation during bell work. Teachers will have an average of 1 released item (or 1 sample question) from MEAP, MME, PLAN or EXPLORE included in their bell work	Tutoring	07/01/2011	06/05/2017	\$0	All 7-12 science instructors at Morrice Jr / Sr High School

School Improvement Plan

Morrice Area High School

Total \$0

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
MiBLSi	Staff will continue to participate in Michigan's Integrated Behavior and Learning Support Initiative professional development and data reviews at the RESD, School, grade and classroom levels.	Professional Learning	09/09/2010	06/05/2017	\$1950	MiBLSi team, All staff
Algebra 1 Flipped Classroom Model	Technology will be utilized to align the Algebra 1 curriculum to the Common Core and "Flip" the classroom. Outside resources such as Khan Academy and online textbooks, along with teacher created video/screencast lessons, are utilized to deliver instruction outside of the classroom environment allowing class time to be used for practice of these new skills and a focus on Project Based Learning. This model of teaching is being implemented to both support struggling learners and allow for the extension of the topics by more advanced students while also engaging students in the mathematics curriculum.	Technology	04/09/2012	06/30/2017	\$360	Mathematics Department Special education department General education teachers Administrators
Update the Jr. High Mathematics Curriculum	The Jr. High Mathematics curriculum will be updated to correlate and align vertically with the elementary school's switch to Everyday Mathematics. The University of Chicago's Transitions Math will be purchased and implemented as the base curriculum for incoming 7th Graders, and Algebra I will be the default course for 8th Graders rather than the option. The current Math 8 Course that is in place will remain as a Pre-Algebra option for 8th Graders who need more academic support before entering Algebra I. In addition, mathematics course placement will be examined for future placements to be dependent upon achievement level rather than age.	Academic Support Program	06/01/2013	06/30/2017	\$0	Administrators Mathematics Department Teachers Special Education Teachers
Quality Lab Experiences	All Morrice students will be engaged in quality lab experiences in each of their 3 required science courses	Direct Instruction	07/01/2011	06/05/2017	\$0	All science teachers. principal.
Reading Intervention Programs	Reading intervention programs (REWARDS, Language!, and Keys to Literacy) will be used appropriately at each tier for 7th, 8th and 9th grade reading classes.	Other	07/01/2010	06/05/2017	\$806	ELA teachers, Middle School Teachers, Special Education Teachers, Instructional Coach, and Counselor

School Improvement Plan

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Activity: Math Vertical Alignment/Instructional Review	Math courses will be vertically aligned to match the upcoming switch to the Common Core. Each month there will be an instructional focus on a particular strand (i.e. operations). The staff will develop common grade level assessments. The lessons will be taught and assessments analyzed for student gaps. Lessons will then be retaught using different forms of instruction for students struggling with mastery. Assessments will be analyzed for mastery and curriculum gaps.	Professional Learning	07/01/2011	06/30/2017	\$500	Superintendent Principal Teachers Instructional Coach RESA support
PBiS - Positive Behavior Intervention Support	Positive behavioral support is a general term that refers to the application of positive behavioral interventions and systems to achieve socially important behavioral change. PBiS directly impacts every classroom and social situation within the school. As part of MiBLSi, which focuses on behavioral interventions and reading interventions, PBiS is a critical component to student success. Morrice area schools has developed Tier 1, 2, and 3 support for students who struggle behaviorally and has also developed avenues in which our behaviorally successful students can be recognized (S.O.A.R.).	Other	09/07/2010	06/05/2017	\$300	MiBLSi Team, Entire Staff
Pre-Algebra II Course	Morrice Mathematics Department will begin offering a course titled "Pre-Algebra II" to aid students in the passing of the Algebra II curriculum as well as prepare them for higher achievement on the ACT and MME. This course will allow struggling students sufficient time and support needed to be successful in Algebra II and therefore earn their credit toward the Mathematics graduation requirement.	Academic Support Program	09/01/2012	06/30/2017	\$9650	Building Principal and Mathematics Department Teachers
Total					\$13566	

Title II Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
6-Trait Writers	Teachers will provide more opportunities to analyze written responses as proof of understanding. 6-Traits writers and Literacy by Design will be used as rubrics.	Other	07/01/2011	06/05/2017	\$4250	All Teachers, Instructional Coach, and the Principal
ELA Professional Development	A cooperative approach to staff development with instructional coach will lead to better focused instruction that will place on emphasis on reading and writing.	Professional Learning	07/01/2010	06/05/2017	\$4250	Instructional Coach, Teachers, and the Principal
Total					\$8500	