



School Improvement Plan

Isabella Day Treatment

Mt. Pleasant City School District

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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?

Adjudicated program sponsored by Isabella Trail Courts and Mt. Pleasant Community Education. Student enrollment is capped at twelve individuals. Students are court ordered to attend for a specific time period that rarely allow for a complete academic year. Students may come from any school district within Isabella County. Parent involvement is controlled by the court system. Small class size, individualized instruction plans, highly qualified staff ensure measurable improvement.

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.

Vision Statement

Isabella Day Treatment will expand to offer appropriate services for clients from birth through adulthood. Isabella Day Treatment will provide educational and vocational opportunities to our clients by emphasizing academic and employment skills.

Mission Statement

We are dedicated to providing a safe environment for families, helping them to explore their social, academic and employability skills. We are committed to meeting the needs of the entire community through innovative programs and processes.

Beliefs Statement

We believe that it is our responsibility to impart the value of lifelong learning which is essential in creating an involved citizenry. We believe that all students have the right and deserve a high-quality education. We believe that all persons have strengths that can be exploited to achieve personal and socio-economic goals. We believe, that above all else, students needs must take priority.

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.

Small class size, individualized instruction, highly qualified staff are factors that contribute to significant gains. Due to the short length of participation of students in the program and small program size no long term trends can be determined

Additional Information

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

Students earn high school credit at an advance rate compared to their previous experiences.

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.

Entire school staff is involved in the school improvement planning process. One staff member is selected to coordinate activities and attend professional development training specifically oriented towards school improvement.

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

All teaching staff participate, and teachers include feedback from students.

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

All staff participated in producing the final plan. Plan is available for review. School Improvement Plans is discussed at all staff meetings.

School Data Analysis

Introduction

The School Data Analysis (SDA) is a diagnostic tool intended to facilitate rich and deep collaborative discussions among staff members about school data. The SDA can serve as a guide to determine a school's strengths and challenges as well as directions for improvement based on an analysis of data and responses to a series of data - related questions in content areas. This data collection and analysis process should include the identification of achievement gaps as well as reflections on possible causes for these gaps. This diagnostic represents the various types of data that should be continuously collected, reviewed, analyzed and evaluated. Completion of the SDA is one piece of a school's comprehensive needs assessment process.

Demographic Data

Demographic data is data that provides descriptive information about the school community. Examples may include enrollment, attendance, grade levels, race/ethnicity, gender, students with disabilities, English learners, socio-economic status, graduation rate, suspensions/expulsions, etc.

Student Demographic Data

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

Adjudicated program. Students are required to attend based on Isabella Trial Courts requirements. Length of stay is usually short term. Parent involvement is also controlled by the courts.

Student Demographic Data

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

Adjudicated students. Length of stay controlled by Isabella Trail Courts.

Student Demographic Data

3. In looking at the three year trend in student behavior data (discipline referrals, suspensions and expulsions), what challenges have been identified?

Student behavior controlled by staff and supported by the courts.

Student Demographic Data

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

NA

Teacher/School Leader(s) Demographic Data

5. As you review the number of years of teaching and administrative experience of the school leader(s) in your building, what impact might this have on student achievement?

Experienced, highly qualified teaching staff.

Teacher/School Leader(s) Demographic Data

6. As you review the number of years of teaching experience of teachers in your building, what impact might this have on student achievement?

Experienced, highly qualified staff.

Teacher/School Leader(s) Demographic Data

7. As you review the total number of days for school leader absences and note how many were due to professional learning and /or due to illness, what impact might this have on student achievement?

All absences are covered by the rest of teaching staff. All experienced, highly qualified teachers.

Teacher/School Leader(s) Demographic Data

8. As you review the total number of days for teacher absences due to professional learning and/or illness, what impact might this have on student achievement?

None all absences are covered by rest of staff.

Teacher/School Leader(s) Demographic Data

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

NA

Process Data

Process data is information about the practices and procedures schools use to plan, deliver and monitor curriculum, instruction and assessment.

10. In reviewing the results of the School Systems Review or the Interim Self Assessment/Self Assessment, what strands/standards/indicators stand out as strengths?

Highly qualified staff willing to do what is needed.

11. In reviewing the results of the School Systems Review or the Interim Self Assessment/Self Assessment, what strands/standards/indicators stand out as challenges?

NA

12. How might these challenges impact student achievement?

NA

13. What actions could be taken and incorporated into the School Improvement Plan to address these challenges from the School Systems Review or the Interim Self Assessment/Self Assessment.

NA

14. How do you ensure that students with disabilities have access to the full array of intervention programs available i.e. Title I, Title III, Section 31a, IDEA, credit recovery, extended learning opportunities?

Meet all requirements.

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

NA, adjudicated youth.

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

NA

17. What evidence do you have to indicate the extent to which the state content standards are being implemented with fidelity i.e. horizontal and vertical alignment, in all content courses and grade levels?

All education is based on district and state requirements.

18. How does your school use health survey/screener results (i.e. MIPHY) to improve student learning? Answer only if you completed a health survey/ screener.

NA

Achievement/Outcome Data

Achievement/outcome data tell us what students have learned. These include classroom-level, benchmark, interim and formative assessment data as well as summative data such as standardized test scores from annual district and state assessments. If the school completed the Student Performance Diagnostic for the AdvancED External Review, please insert 'See Student Performance Diagnostic' in each text box.

19a. Reading- Strengths

TABE pretest and post tests have shown an increase of at least a one grade improvement.

19b. Reading- Challenges

Court ordered adjudicated program with student length of stay controlled by the courts.

19c. Reading- Trends

Correlation between length of stay and quantity of achievement.

19d. Reading- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

Not controlled by school or SIP.

20a. Writing- Strengths

Writing is a daily requirement throughout the curriculum. We do see improvement.

20b. Writing- Challenges

Adjudicated program, length of stay controlled by the courts

20c. Writing- Trends

TABE language scores improve based on time in program.

20d. Writing- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

Writing is an ongoing goal in the SIP of this program. However due to the nature of this adjudicated program length of stay will be a challenge to the quantity of gains.

21a. Math- Strengths

Pre-TABE and post TABE scores indicate that emphasis on math skills have been effective in grade-level increases.

21b. Math- Challenges

Adjudicated program, length of stay controlled by the courts.

21c. Math- Trends

Students come in already behind in math requirements and due to the length of stay quantity of achievement is affected.

21d. Math- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

School and staff continue to work on improvement. SIP also addresses math goals. Adjudicated program.

22a. Science- Strengths

Science offered by highly qualified teacher. Odyssey program offers additional science curriculum.

22b. Science- Challenges

Adjudicated program. Length of stay controlled by courts.

22c. Science- Trends

Gains are limited to availability of students.

22d. Science- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

Adjudicated program. Length of stay controlled by courts. Gains limited. SIP has no affect on courts.

23a. Social Studies- Strengths

Social Studies taught by highly qualified teacher and additional classes offered through Odyssey.

23b. Social Studies- Challenges

Adjudicated program. Length of stay controlled by courts.

23c. Social Studies- Trends

Gains limited to length of time available for student.

23d. Social Studies- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

PD training, SIP have little control over the length of stay of this program.

Perception Data

Perception data is information collected that reflects the opinions and views of stakeholders. If the school completed the Stakeholder Feedback Diagnostic for the AdvancED External Review, please insert 'See Stakeholder Feedback Diagnostic' in each text box for survey feedback already collected from students, parents and staff.

24a. Student Perception Data

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

Varies by individual.

24b. Student Perception Data

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

Varies by individual student responses.

24c. Student Perception Data

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

Discussion with individual students as needed.

25a. Parent/Guardian Perception Data

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

Adjudicated program. Parental access is controlled by courts.

25b. Parent/Guardian Perception Data

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

NA

25c. Parent/Guardian Perception Data

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

NA

26a. Teacher/Staff Perception Data

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

Positive student growth patterns.

26b. Teacher/Staff Perception Data

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

Lack of student gain.

26c. Teacher/Staff Perception Data

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

NA

27a. Stakeholder/Community Perception Data

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

Adjudicated program.

27b. Stakeholder/Community Perception Data

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

NA

27c. Stakeholder/Community Perception Data

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

NA

Summary

28a. Summary

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

Adjudicated program. Length of stay directly effects the quantity of gains allowed.

28b. Summary

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

Direct impact on student achievement.

28c. Summary

How will these challenges be addressed in the School Improvement Plan's Goals, Measurable Objectives, Strategies and Activities for the upcoming year? For Priority Schools, which of these high need areas will inform the Big Ideas and the Reform/Redesign Plan?

Reading, writing and math will continue to be the goals of the SIP. Staff participate in profession development based on student needs.

School Additional Requirements Diagnostic

Introduction

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

School Additional Requirements Diagnostic

Label	Assurance	Response	Comment	Attachment
1.	Literacy and math are tested annually in grades 1-5.	No	NA	

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

Label	Assurance	Response	Comment	Attachment
3.	Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.	Yes	Mt. Pleasant School District web page. www.mtpleasant.edzone.net	

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

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

Label	Assurance	Response	Comment	Attachment
6.	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	No		

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Label	Assurance	Response	Comment	Attachment
7.	The institution has a School-Parent Involvement Plan (that addresses Section 1118 activities) that is aligned to the District's Board Policy. If yes, please attach the School-Parent Involvement Plan below.	No		

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

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

Plan for School Improvement Plan

Overview

Plan Name

Plan for School Improvement Plan

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 at Isabella Day Treatment will be proficient in reading.	Objectives: 1 Strategies: 2 Activities: 6	Academic	\$0
2	Improving Math Achievement	Objectives: 1 Strategies: 1 Activities: 3	Academic	\$2500
3	Improving Writing Instruction	Objectives: 1 Strategies: 1 Activities: 5	Academic	\$0
4	Using Data	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0

Goal 1: All students at Isabella Day Treatment will be proficient in reading.

Measurable Objective 1:

70% of Seventh, Eighth, Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency , will achieve at least a one grade-level increase in TABE reading score. in English Language Arts by 08/31/2017 as measured by Pre-TABE and Post-TABE tests..

Strategy 1:

Differentiated Instruction. - Strategy Statement: Teachers will learn about and implement instructional strategies including differentiated instruction strategies, with a focus on improving reading proficiency.

Selected Target Areas;

I.1.A.5 The curriculum is sufficiently flexible to allow for adaptation and modification to meet the wide range of needs and abilities of all students.

I.2.A.2 Instructional planning is focused upon ensuring student success. Instructional practice is designed around the needs, interests and aptitudes of the individual students. The result is a curriculum that allows students to derive meaning from all of their educational experiences.

I.2.B.1 The school or program ensures that students have the supports they need to meet the required standards. Teachers provide opportunities for students to use many and varied approaches to demonstrate competency. The school or program continuously adapts curriculum, instruction, and assessments to meet its students' diverse and changing needs.

I.2.B.2 There is a strong belief within the school or program that all students can succeed. This is demonstrated in the expanded use at both the school or program and classroom levels of a variety of best practices designed to meet the differentiated needs of individual learners. Technology is a key component of instructional practice.

Category:

Research Cited: Tomlinson, C.A. (2001) How to Differentiate Instruction in Mixed-Ability Classrooms. Alexandria, VA: Association for Supervision and Curriculum Development.

Jackson, R. (2009) Never Work Harder Than Your Students. Alexandria, VA: Association for Supervision and Curriculum Development.

Marzano, R., Pickering, D., and Pollock, J. Classroom Instruction that Works. Alexandria, VA: Association for Supervision and Curriculum Development.

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Scammacca, N., Roberts, G., Vaughn, S., Edmonds, M., Wesler, J., Reutebuck, C.K., & Torgesen, J.K. (2007) Interventions for Adolescent Struggling Readers: A meta analysis with implications for practice. Portsmouth, NH: RMC Research Corporation, Center on Instruction.

Pashler, H., Bain, P., Bottge, B., Graesser, A., Koedinger, K., McDaniel, M., and Metcalfe, J. (2007) "Organizing Instruction and Study to Improve Student Learning" (NCER 2007-2004). Washington D.C.: National Center for Education Research, Institute of Education Sciences, U.S. department of Education. retrieved from <http://ies.ed.gov/ncee/wwc/pdf/practiceguides/20072004.pdf>.

Kamil, M.L., Borman, G.D., Dole, J., Kral, C.C., Salinger, T., and Torgesen, J. (2008) Improving adolescent literacy: effective classroom and intervention practices: A Practical Guide (NCEE #2008-4027). Washington D.C.: National Center for Education Research, Institute of Education Social Studies, U.S. Department of Education. Retrieved from <http://ies.ed.gov/ncee/wwc>.

Biancarosa, C., & Snow, C.E. (2006). Reading Next-A vision for action and research in middle and high school literacy: A report to Carnegie Corporation of New York (2nd ed.) Washington D.C.: Alliance for Excellent Education.

"Ten Years of Research on Adolescent Reading: 1994-2004: A review. (2005) Naperville, IL: Learning Point Associates.

Tier:

Activity - Free Time Reading	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who have completed their daily and make-up work will read for the remainder of the class period.	Direct Instruction			09/01/2016	08/31/2017	\$0	No Funding Required	All staff

Strategy 2:

Reading Across the Curriculum - Teachers will learn about and implement effective instructional strategies, including reading in the content areas with a focus on improving the proficiency levels of all students.

Category: Career and College Ready

Research Cited: Pashler, H., Bain, P., Bottge, B., Graesser, A., Koedinger, K., McDaniel, M., and Metcalfe, J. (2007) Organizing Instruction and Study to Improve Student Learning. (NCER 2007 – 2004). Washington DC: National Center for Education Research, Institute of Education Sciences, U.S. Department of Education. Retrieved from <http://oes.ed/gpv/ncee/wwc/pdf/practiceguides/20072004.pdf>.

Kamil, M.L., Borman, G.D., Dole, J., C.C., Salinger, T., and Torgesen, J. (2008) Improving adolescent literacy: Effective classroom and intervention practices: A Practice Guide (NCEE#2008-4027). Washington D.C.: National Center for Education Research, Institute of Education Social Studies, U.S. Department of Education. Retrieved from <http://ies.ed.gov/ncee/wwc>.

Biancarosa, C., & Snow, C.E. (2006). Reading Next-A vision for action and research in middle and high school literacy: A report to Carnegie Corporation of New York (2nd ed.). Washington D.C.: Alliance for Excellent Education.

"Ten Years of Research on Adolescent Reading: 1994-2004: A review." (2005) Naperville, IL: Learning Point Associates.

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Tomlinson, C.A. (2001) How to Differentiate Instruction in Mixed-Ability Classrooms. Alexandria, VA: Association for Supervision and Curriculum Development.

Jackson, R. (2009) Never Work Harder Than Your Students. Alexandria, VA: Association for Supervision and Curriculum Development.

Marzano, R., Pickering, D., and Pollock, J. Classroom Instruction that Works. Alexandria, VA: Association for Supervision and Curriculum Development.

Tier:

Activity - TABE Profiles	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Student TABE scores are used to determine appropriate reading choices based on recommendations of instructor interpretation of reading levels.	Academic Support Program			09/01/2016	08/31/2017	\$0	No Funding Required	All Teachers

Activity - Note-taking and Graphic Organizers	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will conduct direct instruction in effective note-taking strategies and use graphic organizers, including Thinking Maps. Note taking is an integral part of the OdysseyWare on-line curriculum.	Direct Instruction			09/01/2016	08/31/2017	\$0	No Funding Required	All staff will be responsible in their own classroom.

Activity - Oral Reading	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will utilize oral reading exercise in their individual classrooms on a weekly basis.	Direct Instruction			09/01/2016	08/31/2017	\$0	No Funding Required	All teachers will be responsible for their own classrooms.

Activity - Recreation Reading Material	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will promote the availability of reading materials.	Academic Support Program		Monitor	08/01/2016	08/31/2017	\$0	No Funding Required	All staff will be responsible.

Activity - Word of the Day	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Career based word of the day. Word of the day is integrated throughout all subjects by all staff.	Career Preparation /Orientation			09/01/2016	08/31/2017	\$0	No Funding Required	Anna Gilbert with all staff participation.
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Goal 2: Improving Math Achievement

Measurable Objective 1:

70% of Seventh, Eighth, Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency of at least a two-grade-level increase in the Total Math component of the TABE, in Mathematics by 08/31/2017 as measured by Pre-TABE and Post-TABE testing..

Strategy 1:

Differentiated Instruction - Teachers will learn about and implement effective instructional strategies including differentiated instructional strategies with a focus on improving the proficiency levels of all MPCE students.

I.1.A.5 The curriculum is sufficiently flexible to allow for adaptation and modification to meet the wide range of needs and abilities of all students.

I.2.A.2 Instructional planning is focused upon ensuring student success. Instructional practice is designed around the needs, interests and aptitudes of the individual students. The result is a curriculum that allows students to derive meaning from all of their educational experiences.

I.2B.1 The school or program ensures that students have the supports they need to meet the required standards. Teachers provide opportunities for students to use many and varied approaches to demonstrate competency. The school or program continuously adapts curriculum, instruction, and assessments to meet its students' diverse and changing needs.

I.2.B.2 There is a strong belief within the school or program that all students can succeed. This is demonstrated in the expanded use at both the school or program and classroom levels of a variety of best practices designed to meet the differentiated needs of individual learners. Technology is a key component of instructional practice.

Category: Career and College Ready

Research Cited: Tomlinson, C.A. (2001) "How to Differentiate Instruction in Mixed-Ability Classrooms." Alexandria, VA: Association for Supervision and Curriculum Development.

Pashler, H., Bain, P., Bottge, B., Graesser, A., Koedinger, K., McDaniel, M., and Metcalfe, J. (2007) "Organizing Instruction and Study to Improve Student Learning" (NCER 2007-2004). Washington D.C.: National Center for Education Research, Institute of Education Sciences, U.S. Department of Education. Retrieved from <http://ies.ed.gov/ncee.wwc.pdf/practiceguides/20072004.pdf>.

Kamil, M.L., Borman, G.D., Dole, J., Kral, C.C., Salinger, T., and Torgeson, J. (2008) Improving Adolescent Literacy: Effective classroom and intervention practices: A Practice Guide (NCEE #2008-4027). Washington D.C.: National Center for Education Research, Institute of education Social Studies, U.S. Department of Education. Retrieved from <http://ies.ed.gov/ncee.wwc>.

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Biancarosa, C., & Snow, C.E. (2006). Reading Next- A vision for action and research I middle and high school literacy: A report to the Carnegie Corporation of New York (2nd ed.). Washington D.C.: Alliance for excellent Education.

Tier:

Activity - Daily Warm-ups	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math teachers will present daily math problems using Scholastic Math. This will take place during the end of each math class as a review and wrap-up for students.	Direct Instruction			09/01/2016	08/31/2017	\$0	No Funding Required	Pat Heitman

Activity - Professional Development for Math Teachers	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
MPCE math teacher will attend the Michigan Council of Teachers of Mathematics (MCTM) conference to learn current research and research-based instructional strategies to increase the math achievement of all students. The math teacher will share the learned information with all other instructional staff members.	Professional Learning			09/01/2016	08/31/2017	\$500	Other	Pat Heitman

Activity - TABE Testing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Upon entry into program, every student will complete the TABE assessment. Scores will be used to determine student placement in the appropriate math class. Progress TABE assessments will be administered minimally mid-year, but more often as needed. Student placement will be adjusted accordingly.	Academic Support Program			09/01/2016	08/31/2017	\$2000	Other	All staff.

Goal 3: Improving Writing Instruction

Measurable Objective 1:

50% of Seventh, Eighth, Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency of a two-grade level increase in TABE language scores in English Language Arts by 08/31/2016 as measured by pre-TABE and post TABE.

Strategy 1:

Writing Across the Curriculum - Teachers will learn about and implement effective instructional strategies, including writing in the content areas with a focus on improving the proficiency levels of all students.

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I.2.B.1 The school or program ensures that students have the supports they need to meet the required standards. Teachers provide opportunities for students to use many and varied approaches to demonstrate competency. The school or program continuously adapts curriculum, instruction, and assessments to meet its students' diverse and changing needs.

I.2.B.2 There is a strong belief within the school or program that all students can succeed. This is demonstrated in the expanded use at both the school or program and classroom levels of a variety of best practices designed to meet the differentiated needs of individual learners. Technology is a key component of instructional practice.

I.2.B.3 Staff believe that active student engagement is a key feature of student success and there is an expectation that all teachers will design lessons and assessments that engage their students.

I.3.A.1 Assessments are aligned with the curriculum and instruction. They have been designed by matching the appropriate measurement method to the type of learning targets (knowledge, reasoning, skill, performance or disposition.)

I.3.A.3 Student assessment is viewed as an essential component in the monitoring of student achievement. Aligned standardized assessments, periodic benchmark assessments as well as a variety of culminating assessments are incorporated into daily practice. In addition, teachers use a frequent formative assessment activities to inform instruction.

II.1.A.4 The school leaders maintain the focus on application of learning theory in the classroom. Leaders have set an expectation that knowledge of how students learn and the impact of developmental states on instructional strategies are essential factors in decisions related to curriculum planning, delivery, and assessment.

Category: Career and College Ready

Research Cited: Jackson, R. (2009) Never Work Harder Than Your Students. Alexandria, VA: Association for Supervision and Curriculum Development.

Marzano, R., Pickering, D., and Pollick, J. Classroom Instruction that Works. Alexandria, VA: Association for Supervision and Curriculum Development.

Tier:

Activity - English Warm-up Writing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
At least two times per week, English classes will include warm-up exercises such as Daily Oral Language and journaling.	Direct Instruction			09/01/2016	08/31/2017	\$0	No Funding Required	English Staff
Activity - Including Writing on Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will design and implement assessments that include short-answer or essay questions. Students will be required to answer these questions using complete sentences, correct punctuation, spelling, and appropriate length and structure, in addition to the content which answer the question.	Direct Instruction			09/01/2015	08/31/2016	\$0	No Funding Required	All staff will be responsible for their own courses.
Activity - Obtain Writing Samples	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Writing samples are part of the pre and post TABE process. Samples will be graded on a 4 point rubric.	Direct Instruction			09/01/2016	08/31/2017	\$0	No Funding Required	ELA Staff.
Activity - Writing Inclusion in all subject areas	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will incorporate writing assignments into their lessons. Students will complete these assignments using correct grammar and appropriate structure.	Direct Instruction			09/01/2016	08/31/2017	\$0	No Funding Required	All staff will be responsible for their own courses.
Activity - Writing Wednesday	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
MPCE will continue "Writing Wednesdays." All students will write on a pre-determined topic. A 4 point scale will be used for assessment. Student incentives will be provided based on criteria determined by staff for each topic, such as creativity, completeness, grammar, etc.	Direct Instruction			09/01/2016	08/31/2017	\$0	No Funding Required	English teacher.

Goal 4: Using Data

Measurable Objective 1:

collaborate to develop strategies to use collected data to improve program quality, by 08/31/2016 as measured by TABE, OdysseyWare, MEAP, MME, student feedback surveys Perfect Copy, classroom assessment, demographics, adult learning plans, etc..

Strategy 1:

Using Data to Drive Program Design - The school improvement team (SIP) will meet on a regular basis to review student data and plan for changes in program design.

I.3.B.2 The school regards data as an essential tool in the analysis and improvement of curriculum and instruction. Individual teachers as well as teacher teams continually assess their curricula and instructional practices and set goals that focus on revisions to school processes, curriculum and instruction.

II.1.A.2 School leaders have a clear understanding of the importance of data to school improvement. They maintain the level of expertise necessary to analyze and interpret the multiple sources of data that inform the school improvement process.

II.1.A.6 School leaders accept change as a normal and positive process that leads to continual improvement. They are able to focus the stakeholders on various strategies to reach the school improvement vision.

II.1.A.7 School leaders base all school improvement decisions on data. School leaders provide a wide range of types and sources of data on which staff base their decisions regarding the effectiveness of curriculum and instructional and assessment practices.

II.1.B.5 School leaders promote and facilitate critical and interactive dialog that refines the school's mission and goals for continuous improvement.

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II.2.A.5 All decisions affecting student achievement are based on data. All instructional staff are involved in this data-based decision-making which incorporates data from state, district, school, and classroom assessments.

II.2.B.3 The members of the school community support the school improvement plan. Their commitment is evident in focused actions to increase student achievement. They are empowered to interpret and employ the information for immediate application.

Category:

Research Cited: Best practices research; "Classroom Instruction that Works" by R. Marzano; "Enhancing Professional Practice" by C. Danielson; "Learning by Doing" by DuFour, DuFour, Eakins and Many.

Tier:

Activity - School Improvement Team	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The School Improvement Team (SIP) will meet at least on a monthly basis to accomplish the goals and objectives required.	Academic Support Program			09/01/2016	08/31/2017	\$0	No Funding Required	All staff.

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
English Warm-up Writing	At least two times per week, English classes will include warm-up exercises such as Daily Oral Language and journaling.	Direct Instruction			09/01/2016	08/31/2017	\$0	English Staff
Writing Wednesday	MPCE will continue "Writing Wednesdays." All students will write on a pre-determined topic. A 4 point scale will be used for assessment. Student incentives will be provided based on criteria determined by staff for each topic, such as creativity, completeness, grammar, etc.	Direct Instruction			09/01/2016	08/31/2017	\$0	English teacher.
Obtain Writing Samples	Writing samples are part of the pre and post TABE process. Samples will be graded on a 4 point rubric.	Direct Instruction			09/01/2016	08/31/2017	\$0	ELA Staff.
Oral Reading	All teachers will utilize oral reading exercise in their individual classrooms on a weekly basis.	Direct Instruction			09/01/2016	08/31/2017	\$0	All teachers will be responsible for their own classrooms.
Daily Warm-ups	Math teachers will present daily math problems using Scholastic Math. This will take place during the end of each math class as a review and wrap-up for students.	Direct Instruction			09/01/2016	08/31/2017	\$0	Pat Heitman
Note-taking and Graphic Organizers	Teachers will conduct direct instruction in effective note-taking strategies and use graphic organizers, including Thinking Maps. Note taking is an integral part of the OdysseyWare on-line curriculum.	Direct Instruction			09/01/2016	08/31/2017	\$0	All staff will be responsible in their own classroom.
Including Writing on Assessments	Teachers will design and implement assessments that include short-answer or essay questions. Students will be required to answer these questions using complete sentences, correct punctuation, spelling, and appropriate length and structure, in addition to the content which answer the question.	Direct Instruction			09/01/2015	08/31/2016	\$0	All staff will be responsible for their own courses.

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TABE Profiles	Student TABE scores are used to determine appropriate reading choices based on recommendations of instructor interpretation of reading levels.	Academic Support Program			09/01/2016	08/31/2017	\$0	All Teachers
School Improvement Team	The School Improvement Team (SIP) will meet at least on a monthly basis to accomplish the goals and objectives required.	Academic Support Program			09/01/2016	08/31/2017	\$0	All staff.
Writing Inclusion in all subject areas	Teachers will incorporate writing assignments into their lessons. Students will complete these assignments using correct grammar and appropriate structure.	Direct Instruction			09/01/2016	08/31/2017	\$0	All staff will be responsible for their own courses.
Free Time Reading	Students who have completed their daily and make-up work will read for the remainder of the class period.	Direct Instruction			09/01/2016	08/31/2017	\$0	All staff
Word of the Day	Career based word of the day. Word of the day is integrated throughout all subjects by all staff.	Career Preparation /Orientation			09/01/2016	08/31/2017	\$0	Anna Gilbert with all staff participation.
Recreation Reading Material	Staff will promote the availability of reading materials.	Academic Support Program	Monitor		08/01/2016	08/31/2017	\$0	All staff will be responsible.

Other

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Development for Math Teachers	MPCE math teacher will attend the Michigan Council of Teachers of Mathematics (MCTM) conference to learn current research and research-based instructional strategies to increase the math achievement of all students. The math teacher will share the learned information with all other instructional staff members.	Professional Learning			09/01/2016	08/31/2017	\$500	Pat Heitman
TABE Testing	Upon entry into program, every student will complete the TABE assessment. Scores will be used to determine student placement in the appropriate math class. Progress TABE assessments will be administered minimally mid-year, but more often as needed. Student placement will be adjusted accordingly.	Academic Support Program			09/01/2016	08/31/2017	\$2000	All staff.