



School Improvement Plan

Mt. Pleasant Adult and Community Education

Mt. Pleasant City School District

Mrs. Mary Murphy
3480 SOUTH ISABELLA RD STE 2
MOUNT PLEASANT, MI 48858-8464

TABLE OF CONTENTS

Introduction	1
--------------------	---

Executive Summary

Introduction	3
--------------------	---

Description of the School	4
---------------------------------	---

School's Purpose	5
------------------------	---

Notable Achievements and Areas of Improvement	6
---	---

Additional Information	7
------------------------------	---

Improvement Plan Stakeholder Involvement

Introduction	9
--------------------	---

Improvement Planning Process	10
------------------------------------	----

School Data Analysis

Introduction	12
--------------------	----

Demographic Data	13
------------------------	----

Process Data	15
--------------------	----

Achievement/Outcome Data	17
--------------------------------	----

Perception Data	21
-----------------------	----

Summary	24
---------------	----

School Additional Requirements Diagnostic

Introduction 26

School Additional Requirements Diagnostic 27

Plan for School Improvement Plan

Overview 30

Goals Summary 31

 Goal 1: Improve Reading Proficiency 32

 Goal 2: Improving Writing Instruction 34

 Goal 3: Using Data to Improve Program Quality 35

 Goal 4: Improving Math Achievement 37

Activity Summary by Funding Source 40

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?

The schools size has remained fairly constant over the past three years. We have changed our physical location to an updated building within the same community. Demographics have remained fairly constant as regards our student population.

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

Mt. Pleasant Community Education will expand to offer appropriate services for clients from birth through adulthood. Mt. Pleasant Community Education will provide educational and vocational opportunities to our clients by emphasizing academic and employability skills.

Mission Statement

We are dedicated to providing a safe environment for families, helping them to explore and expand 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 informed and involved citizenry. We believe that all individuals have the right to 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, student 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.

We have instituted an expanded GED Prep program.

Additional Information

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

NA

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 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 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 participate in producing the final plan. Plan is available for review. School Improvement Plan 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?

Retention is a continuous concern with our student population.

Student Demographic Data

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

Retention continues to be challenge.

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?

NA

Student Demographic Data

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

Staff continues to make any additional contact needed to ensure student retention. Professional development is also targeted towards student retention.

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?

Majority of staff have extensive experience in the field. Administration is also well experienced.

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?

Staff is highly qualified.

School Improvement Plan

Mt. Pleasant Adult and Community Education

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?

Coverage is always provided by 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?

NA

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.

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?

Retention with at-Rusk students.

12. How might these challenges impact student achievement?

Students can only learn if they are in attendance.

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.

Professional Development. Staff will continue to contact missing students.

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?

We meet all requirements.

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

Odyssey On-line program allows for 24 hour access. Available to all students.

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

Process in place.

School Improvement Plan

Mt. Pleasant Adult and Community Education

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?

Meet all district, state requirements. Highly qualified staff.

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

Testing is reliant on student retention.

19c. Reading- Trends

Correlation between positive attendance trends and 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.

School Improvement Plan

Mt. Pleasant Adult and Community Education

Poor attendance patterns directly affects negative performance outcome. Continually staff works to contact and retain students to allow for post testing.

20a. Writing- Strengths

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

20b. Writing- Challenges

Improving student perception of the need for writing skills in their life.

20c. Writing- Trends

As writing is utilized throughout the curriculum, student confidence improves. TABE language scores also improve.

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 will continue to be a main goal for Mt. Pleasant Community Education.

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

Poor attendance patterns makes gains more difficult.

21c. Math- Trends

State requirements have asked for more math skills, while at-risk students are already behind.

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.

Staff development, meetings, and daily application continue to work towards improvement. Math is utilized in all classes.

22a. Science- Strengths

Science program is offered in all buildings. Odyssey software provides additional science curriculum.

22b. Science- Challenges

Small staff allows for one science teacher, although highly qualified, to provide for all science requirements.

22c. Science- Trends

School Improvement Plan

Mt. Pleasant Adult and Community Education

Little change as staff requirements will be unchanged.

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.

Science instructor provides for all learning levels, within the context of the classroom.

23a. Social Studies- Strengths

Social Studies provided in all parts of our program. Odyssey program provides for elective social studies subjects.

23b. Social Studies- Challenges

Size of program allows for one staff member to provide for several buildings and variety of student levels.

23c. Social Studies- Trends

Little change in state requirements. Professional development provided for continuous improvement.

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.

Social Studies in not one of our main goals. Teacher training, professional development will continue to be emphasized towards improvement.

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 student response.

24b. Student Perception Data

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

Varies by individual student response.

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?

NA

25b. Parent/Guardian Perception Data

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

NA

25c. Parent/Guardian Perception Data

School Improvement Plan

Mt. Pleasant Adult and Community Education

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 gains.

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?

NA

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)?

School Improvement Plan

Mt. Pleasant Adult and Community Education

NA

Summary

28a. Summary

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

We follow state and district curriculum guidelines. Instruction is differentiated based on student needs. Staff meetings include discussions about curriculum, instruction and assessment methods.

28b. Summary

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

Students must be in attendance for the greatest achievement gains to occur. Staff will continue to make retention a priority.

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?

Goals of Reading, writing and math will continue to be emphasized in the SIP.

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. Adult Program	

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	Available from Mt Pleasant Public Schools website.	

Label	Assurance	Response	Comment	Attachment
3.	Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.	No	NA. Adult Program.	

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		

School Improvement Plan

Mt. Pleasant Adult and Community Education

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	Adult Program.	

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

Label	Assurance	Response	Comment	Attachment
9.	The School has additional information necessary to support your improvement plan (optional).	Yes	School in compliance with all district and state requirements.	

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	Improve Reading Proficiency	Objectives: 1 Strategies: 1 Activities: 6	Academic	\$0
2	Improving Writing Instruction	Objectives: 1 Strategies: 1 Activities: 5	Academic	\$0
3	Using Data to Improve Program Quality	Objectives: 1 Strategies: 1 Activities: 2	Academic	\$300
4	Improving Math Achievement	Objectives: 1 Strategies: 1 Activities: 3	Academic	\$2500

Goal 1: Improve Reading Proficiency

Measurable Objective 1:

60% of Seventh, Eighth, Ninth, Tenth, Eleventh and Twelfth grade students will demonstrate a proficiency 60% of all students will achieve at least a two grade-level increase in TABE reading score. in English Language Arts by 08/31/2017 as measured by a pre-TABE and post-TABE test..

Strategy 1:

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.

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.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 culminating assessments, are incorporated into daily practice. In addition, teachers use frequent formative assessment activities to inform instruction.

I.3.B.3 All stakeholders are committed to the belief that all student learners will be successful. In order to achieve this goal, students play a major role in monitoring and improving their own performance. Student achievement is truly a joint venture among student, teacher, and parent. In order to ensure success of all students, a school-wide or cross-program system is in place that monitors the progress of any student not succeeding and provides data to all stakeholders to inform them about resulting interventions.

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 development states on instructional strategies are essential factors in decisions related to curriculum planning, delivery, and assessment.

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 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>.

School Improvement Plan

Mt. Pleasant Adult and Community Education

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.

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

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

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 period.	Direct Instruction			09/01/2016	08/31/2017	\$0	No Funding Required	All staff.
Activity - TABE Profiles	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Student TABE reading scores will be used to determine appropriate reading choices.	Academic Support Program		Monitor	09/01/2016	08/31/2017	\$0	No Funding Required	All instructional staff
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 on-line curriculum.	Direct Instruction			09/01/2016	08/31/2017	\$0	No Funding Required	All staff.
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 regular basis.	Direct Instruction			09/01/2016	08/31/2017	\$0	No Funding Required	All Staff.
Activity - Recreational 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 within MPCE.	Direct Instruction			09/01/2016	08/31/2017	\$0	No Funding Required	All staff.
Activity - Word of the Day	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

Mt. Pleasant Adult and Community Education

Word of the day will be utilized in all subjects to improve vocabulary skills. Words are selected to represent current vocabulary in career and college level skills. Teachers will include the word in lesson plans and activities to reinforce the skill.	Career Preparation /Orientation			09/01/2016	08/31/2017	\$0	No Funding Required	Anna Gilbert, English instructor
---	---------------------------------	--	--	------------	------------	-----	---------------------	----------------------------------

Goal 2: 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 at least a two-grade level increase in English Language Arts by 08/31/2017 as measured by pre-TABE and post-TABE language scores..

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.

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.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 culminating assessments, are incorporated into daily practice. In addition, teachers use frequent formative assessment activities to inform instruction.

I.3.B.3 All stakeholders are committed to the belief that all student learners will be successful. In order to achieve this goal, students play a major role in monitoring and improving their own performance. Student achievement is truly a joint venture among student, teacher, and parent. In order to ensure success of all students, a school-wide or cross-program system is in place that monitors the progress of any student not succeeding and provides data to all stakeholders to inform them about resulting interventions.

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 development states on instructional strategies are essential factors in decisions related to curriculum planning, delivery, and assessment.

Category:

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.

School Improvement Plan

Mt. Pleasant Adult and Community Education

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.	Direct Instruction			09/01/2016	08/31/2017	\$0	No Funding Required	English Teacher
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 answers the question.	Direct Instruction			09/01/2016	08/31/2017	\$0	No Funding Required	All staff.
Activity - Obtain Writing Samples	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will complete a writing sample at the beginning of the year or entrance into the program and will also complete a writing sample as part of their exit from the program. Samples will be graded on a 4 point rubric.	Direct Instruction			09/01/2016	08/31/2017	\$0	No Funding Required	Anna Gilbert and Jim Esralian
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.
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 agreed upon by the entire staff. 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 3: Using Data to Improve Program Quality

School Improvement Plan

Mt. Pleasant Adult and Community Education

Measurable Objective 1:

100% 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 collaborate to create data utilized by MPCE staff to improve program quality, including classroom instruction. in English Language Arts by 08/31/2017 as measured by TABE, OdysseyWare, MEAP, MME, student feedback surveys, STAR Reader, Perfect Copy, classroom assessments, demographics, adult learning plans, etc..

Strategy 1:

Using Data to Drive Program Design - The school improvement team will meet on a regular bases 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 of 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's 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.

II.2.A.5 All decisions affecting student achievement are based on data. All instructional staff are involved in the 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.

II.3.A.1 The school's vision, mission and educational goals are focused on student achievement. School leaders allocate human resources accordingly and measure the effectiveness of their allocation decisions based on data.

III.2.A.1 Professional development is seen as a collaborative staff activity. Teams of staff members are provided regularly scheduled time in order to collaborate around common professional development opportunities.

III.2.A.2 Staff continuously collaborate to adjust instruction based on on-going student performance.

III.2.C.2 Professional development is an essential component of the school improvement plan. Its job-embedded nature has been accepted as an integral part of the school culture. The professional needs of the staff and adult learning theory drive professional development pedagogy.

V.1.A.1 The purpose for all data generation, identification, collection, and storage is planned, and clearly understood, by all stakeholders. The school is purposeful in implementing its data system and managing its data resources.

V.1.A.2 There is a systematic generation, identification, collection, and storage of relevant data about the operation of the school, including its staff and students.

V1.A.3 The school collects and stores the data it needs to form an educationally relevant picture of the students and staff members, as well as the school and its community.

V.1.A.4 The school generates, identifies, collects, and stores data from many different sources for use in determining the technical quality of the data, supporting more

School Improvement Plan

Mt. Pleasant Adult and Community Education

robust analyses, and supporting more accurate data-based decision-making.

V.1.A.5 The school's data/system has technical quality concerning integrity, consistency, appropriateness, timeliness, and comparability.

V.1.B.1 A All authorized users have ready access to pertinent data and support is provided as needed.

V.1.B.2 The data system provides for secure access to relevant data for authorized users and prevents unauthorized access.

V.1.C.1 Defined/documented data support processes exist for the use of the data system and the management of the school's data resources.

Category: Career and College Ready

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

Tier:

Activity - School Improvement Team	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The School Improvement Team will meet at least on a monthly basis to accomplish the goals and objectives previously mentioned.	Academic Support Program			09/01/2015	08/31/2016	\$0	No Funding Required	Program Director, Student Services Supervisor, and selected teaching staff will make up the school improvement team.

Activity - Data Director Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Appropriate staff will be trained by RESD on how to input, extract and analyze data from Data Director.	Professional Learning			09/01/2016	08/31/2017	\$300	Other	Jim Esralian

Goal 4: 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.

School Improvement Plan

Mt. Pleasant Adult and Community Education

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 adoption 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: 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>.

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 Wrap-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 at the end of each math class as a review and wrap-up for all students.	Direct Instruction			09/01/2016	08/31/2017	\$0	No Funding Required	Math teacher
Activity - Profession Development for Math Teachers	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

Mt. Pleasant Adult and Community Education

<p>MPCE math teacher will attend the Michigan Council of Teachers of Mathematics (MCMT) 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 instruction staff members.</p>	<p>Professional Learning</p>			<p>09/01/2016</p>	<p>08/31/2017</p>	<p>\$500</p>	<p>Other</p>	<p>Math teacher.</p>
<p>Activity - TABE Testing</p>	<p>Activity Type</p>	<p>Tier</p>	<p>Phase</p>	<p>Begin Date</p>	<p>End Date</p>	<p>Resource Assigned</p>	<p>Source Of Funding</p>	<p>Staff Responsible</p>
<p>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.</p>	<p>Academic Support Program</p>			<p>09/01/2016</p>	<p>08/31/2017</p>	<p>\$2000</p>	<p>Other</p>	<p>All staff.</p>

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Other

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Profession Development for Math Teachers	MPCE math teacher will attend the Michigan Council of Teachers of Mathematics (MCMT) 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 instruction staff members.	Professional Learning			09/01/2016	08/31/2017	\$500	Math teacher.
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.
Data Director Training	Appropriate staff will be trained by RESD on how to input, extract and analyze data from Data Director.	Professional Learning			09/01/2016	08/31/2017	\$300	Jim Esralian

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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 answers the question.	Direct Instruction			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.

School Improvement Plan

Mt. Pleasant Adult and Community Education

Word of the Day	Word of the day will be utilized in all subjects to improve vocabulary skills. Words are selected to represent current vocabulary in career and college level skills. Teachers will include the word in lesson plans and activities to reinforce the skill.	Career Preparation /Orientation			09/01/2016	08/31/2017	\$0	Anna Gilbert, English instructor
School Improvement Team	The School Improvement Team will meet at least on a monthly basis to accomplish the goals and objectives previously mentioned.	Academic Support Program			09/01/2015	08/31/2016	\$0	Program Director, Student Services Supervisor, and selected teaching staff will make up the school improvement team.
English Warm-up Writing	At least two times per week, English classes will include warm-up exercises such as Daily Oral Language.	Direct Instruction			09/01/2016	08/31/2017	\$0	English Teacher
TABE Profiles	Student TABE reading scores will be used to determine appropriate reading choices.	Academic Support Program		Monitor	09/01/2016	08/31/2017	\$0	All instructional staff
Free Time Reading	Students who have completed their daily and make-up work will read for the remainder of the period.	Direct Instruction			09/01/2016	08/31/2017	\$0	All staff.
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 on-line curriculum.	Direct Instruction			09/01/2016	08/31/2017	\$0	All staff.
Oral Reading	All teachers will utilize oral reading exercise in their individual classrooms on a regular basis.	Direct Instruction			09/01/2016	08/31/2017	\$0	All Staff.
Daily Wrap-ups	Math teachers will present daily math problems using Scholastic Math. This will take place at the end of each math class as a review and wrap-up for all students.	Direct Instruction			09/01/2016	08/31/2017	\$0	Math teacher
Obtain Writing Samples	Students will complete a writing sample at the beginning of the year or entrance into the program and will also complete a writing sample as part of their exit from the program. Samples will be graded on a 4 point rubric.	Direct Instruction			09/01/2016	08/31/2017	\$0	Anna Gilbert and Jim Esralian
Recreational Reading Material	Staff will promote the availability of reading materials within MPCE.	Direct Instruction			09/01/2016	08/31/2017	\$0	All staff.

School Improvement Plan

Mt. Pleasant Adult and Community Education

Writing Wednesday	MPCE will continue "Writing Wednesdays." All students will write on a pre-determined topic agreed upon by the entire staff. 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.
-------------------	--	--------------------	--	--	------------	------------	-----	------------------