



School Improvement Plan

Kalkaska Alternative Program

Kalkaska Public Schools

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109 N. Birch Street
Kalkaska, MI 49646

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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?

Northside Educational Center has moved from a separate building to the high school. With this move the name has changed to Kalkaska Alternative Program. At this time we do not know the amount of students enrolling in the alternative program but we are hoping for over 30 students. We do still provide services for three neighboring districts. Because some of the students are coming from neighboring districts, this causes a transportation challenge. The majority of the students are considered at risk by the State of Michigan. Most of these students have either been in trouble with the law, expelled, or have a troubled background. Our population is very transient which does not allow us to accurately compare data year after year. Our community would be considered a low socio-economic city. All teaching staff at Kalkaska Alternative Program are highly qualified in their subject area of expertise. We also have a counseling services available for all students.

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

Our vision is to provide a safe, caring, supportive and stimulating environment where students will recognize and achieve their fullest potential, so they can make their best contribution to society. The vision is that our students will leave the alternative program with respect; a set of positive character traits; strong self-esteem; high personal expectations; and skills needed to hold down a job or advance to college. We value the partnership which exists between school, students, parents, and community and recognize the vital role it plays in realizing this vision.

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.

Kalkaska Alternative provides an education that meets the requirements of the Michigan Merit Curriculum. Students who graduate from the alternative program will receive a state of Michigan high school diploma.

Additional Information

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

The alternative program has smaller class sizes and block scheduling to help students become academically successful. We also offer a flexible schedule, homework lab after school and online learning for credit recovery.

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.

Stakeholders are involved in the improvement process. There are regular staff meetings monthly. All staff have the opportunity to interact as a department and as a building. All staff take part in school improvement discussions. Parents are invited to parent teacher meeting to discuss their child's progress.

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

Board members develop and update the district five year improvement plan. Administration and staff review and discuss the data and help develop the school improvement plan. Parents and community members are invited to attend and participate.

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

Teachers and administration meet and discuss all parts of the school improvement plan. Together they develop the plan that is right for the students at the alternative school. The school improvement plan is constantly being monitored and updated by staff.

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?

Student enrollment has decreased over the past three years. Lack of motivation on the students' part is a major factor influencing this trend. Unstable home life is another factor; for example, moving, homelessness, alcohol and drug abuse.

Student Demographic Data

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

The percentage of student attendance has remained the same on a day to day basis. Transportation, lack of parental involvement, unstable home life, and alcohol and drug use are challenges that interfere with attendance.

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?

Discipline referrals are lower due to the new bullying laws. Fights are few and far between. The trend is more suspensions for drugs and alcohol. Expulsions remain constant with very few. Zero tolerance on weapon possession.

Student Demographic Data

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

Provide drug and alcohol abuse counseling, provide transportation, provide a full time counselor, provide resources through Third Level Crisis Center for homelessness, provide parents with opportunities for parenting skills classes.

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?

Teachers know what to expect from this student population and try to lead students to success. Administration realizes that student achievement is directly related to attendance. Therefore, we have offered many incentive programs to increase attendance and achievement.

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?

Most teachers have taught in this environment for at least ten years, which has helped us understand the unique needs of our population. Teachers constantly implement new strategies depending on student needs.

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?

If a teacher is absent, learning does not take place. Student achievement is at it lowest.

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?

Students struggle to succeed when teachers are out of the classroom. During professional development days, teachers are developing strategies to improve student achievement.

Teacher/School Leader(s) Demographic Data

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

Northside Educational Center consists of a male administrator which seems to work well. 5 female teachers, 1 male gym teacher, 1 female secretary, and a part time female counselor. The secretary is a huge issue but she is retiring. The counselor is transferring to another school and we need to find another young female counselor just like her. Our students relate better with female teachers.

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?

The ability to deal with the students that attend Northside. Understanding their issues and finding the needed resources to help them.

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?

Attendance, student motivation, substance abuse, parental involvement, and student achievement.

12. How might these challenges impact student achievement?

Lack of knowledge in subject area due to gaps in the learning process. Teacher and parents must be on the same page. Attendance is crucial for student achievement to take place.

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.

Gas vouchers, parental counseling, night school, mentoring programs, summer school, transportation, groups.

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?

Administrative Meetings, Building staff meetings, TBAISD team meetings, special education teachers,

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

Grade level 9-12. Internship in machining (KSP), ISD culinary arts, photography, health and wellness, fitness, and computer technology, cooking matters, yearbook, service learning, career tech center, school to work programs.

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

Parents are notified on the district website, through parent teachers meetings, newsletters, high school counselors. All junior and seniors have the opportunity to apply for these programs.

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?

Departmental meetings, administrative meetings, PLCs, alignment meetings between buildings, mapping.

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.

These results are from 9-11 graders, administered every other year. The results are used to complete a state report. These results paint a picture of our student body.

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

The strengths of our buildings reading program is that teachers use consistent strategies to promote reading growth. Those that attend regularly, have motivation, stay engaged, do real well and succeed.

19b. Reading- Challenges

Low reading levels, low comprehension, and low reading stamina are all factors. Attendance, student engagement, broken homes, homelessness, incarceration, mental health, and substance abuse are the challenges that we as teachers face on a daily basis. Absenteeism and lack of engagement means low student achievement.

19c. Reading- Trends

The trend in our building is 53% attend regularly, stay engaged, have parents that care. The outcome is learning and student achievement is increased.

The remainder 47%, some are homeless, pregnant, incarceration, are involved in mental health or drugs. In these scenarios, students achievement is low.

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.

Attendance will be addressed with, transportation to and from school, gas vouchers, and a rewards program. Student engagement will be addressed with counseling, rewards, drug awareness, and more parent involvement.

20a. Writing- Strengths

The strengths of our buildings writing program is that teachers use consistent strategies to promote writing growth. Those that attend regularly, have motivation, stay engaged, do real well and succeed.

20b. Writing- Challenges

Lack of motivation, writing skills, lack of knowledge of real life application. Attendance, student engagement, broken homes, homelessness, incarceration, mental health, and drug awareness, are the challenges that we as teachers face on a daily basis. Absenteeism and lack of engagement means low student achievement.

20c. Writing- Trends

The trend in our building is 53% attend regularly, stay engaged, have parents that care. The outcome is learning and student achievement is increased.

The remainder 47%, some are homeless, pregnant, incarceration, are involved in mental health or drugs. In these scenarios, students achievement is low..

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.

Attendance will be addressed with, transportation to and from school, gas vouchers, and a rewards program. Student engagement will be addressed with counseling, rewards, drug awareness, and more parent involvement.

21a. Math- Strengths

The strengths of our buildings math program is that teacher uses consistent strategies to promote math growth. Those that attend regularly, have motivation, stay engaged, do real well and succeed.

21b. Math- Challenges

Lack of basic math facts, lacking math fundamentals. Gaps in the learning process. Attendance, student engagement, broken homes, homelessness, incarceration, mental health, and drug awareness, are the challenges that we as teachers face on a daily basis. Absenteeism and lack of engagement means low student achievement.

21c. Math- Trends

The trend in our building is 53% attend regularly, stay engaged, have parents that care. The outcome is learning and student achievement is increased.

The remainder 47%, some are homeless, pregnant, incarceration, are involved in mental health or drugs. In these scenarios, students achievement is low.

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.

Attendance will be addressed with, transportation to and from school, gas vouchers, and a rewards program. Student engagement will be addressed with counseling, rewards, drug awareness, and more parent involvement.

22a. Science- Strengths

The strengths of our buildings science program is that teacher uses consistent strategies to promote science knowledge. Hands on learning, field studies, real life applications. Those that attend regularly, have motivation, stay engaged, do real well and succeed.

22b. Science- Challenges

Attendance, student engagement, broken homes, homelessness, incarceration, mental health, and drug awareness, are the challenges that we as teachers face on a daily basis. Absenteeism and lack of engagement means low student achievement.

22c. Science- Trends

The trend in our building is 53% attend regularly, stay engaged, have parents that care. The outcome is learning and student achievement is increased.

The remainder 47%, some are homeless, pregnant, incarceration, are involved in mental health or drugs. In these scenarios, students achievement is low.

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.

Attendance will be addressed with, transportation to and from school, gas vouchers, and a rewards program. Student engagement will be addressed with counseling, rewards, drug awareness, and more parent involvement.

23a. Social Studies- Strengths

The strengths of our buildings social studies program is that teacher uses consistent strategies to promote historical knowledge, economics awareness and the governmental process. Those that attend regularly, have motivation, stay engaged, do real well and succeed.

23b. Social Studies- Challenges

Lack of economic awareness, attendance, student engagement, broken homes, homelessness, incarceration, mental health, and drug awareness, are the challenges that we as teachers face on a daily basis. Absenteeism and lack of engagement means low student achievement.

23c. Social Studies- Trends

The trend in our building is 53% attend regularly, stay engaged, have parents that care. The outcome is learning and student achievement is increased.

The remainder 47%, some are homeless, pregnant, incarceration, are involved in mental health or drugs. In these scenarios, students achievement is low.

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.

Attendance will be addressed with, transportation to and from school, gas vouchers, and a rewards program. Student engagement will be addressed with counseling, rewards, drug awareness, and more parent involvement.

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?

Science, Social Studies

24b. Student Perception Data

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

Reading, writing and math

24c. Student Perception Data

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

individual choice, personal selection, hands on activities, teach and chunking content into digestible bites.

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 - no parental involvement

25c. Parent/Guardian Perception Data

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

Getting parents involved. Educating parents on how to be parents.

26a. Teacher/Staff Perception Data

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

Graduation, full time counselor, support staff, student population, parents making a difference

26b. Teacher/Staff Perception Data

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

Lack of parental involvement, behavior issues/lack of respect, low self esteem, students lack long term goals

26c. Teacher/Staff Perception Data

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

special programs, staff meetings, parental involvement, making students accountable, counseling

27a. Stakeholder/Community Perception Data

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

80% of the community believe that our students are good kids and like what Northside is about.

20% do not understand our program or kids so bash the program.

27b. Stakeholder/Community Perception Data

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

Students are looked at as gangsters and troubled youths. The community doesn't understand where these students come from.

27c. Stakeholder/Community Perception Data

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

News articles, service learning, school to work and open house.

Summary

28a. Summary

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

The strengths are the teachers and staff that surround these students on a daily basis. They are constantly putting these students back together and help them daily to make the right decisions. The challenges are the parents that don't care, homelessness, incarceration, attendance problems, substance abuse, and lack of motivation.

28b. Summary

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

Little or no student achievement is apparent.

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?

Again, the strengths are the teachers and staff that surround these students on a daily basis. They are constantly putting these students back together and help them daily to make the right decisions. The challenges are the parents that don't care, homelessness, incarceration, attendance problems, substance abuse, and lack of motivation. We as a staff are constantly addressing these challenges!

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		

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.	No	Northside provides an AER cover letter and is combined with Kalkaska High School.	

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

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.	Yes	Mr. Lee Sandy 315 S Coral St. Kalkaska, MI 49646 (231) 258-9109	

School Improvement Plan

Kalkaska Alternative Program

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	Listed on the district web site.	

Northside's School Improvement Goals

Overview

Plan Name

Northside's School Improvement Goals

Plan Description

SIP Goals 2013

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 student will be proficient in reading.	Objectives: 1 Strategies: 2 Activities: 3	Academic	\$100
2	Students will attend Northside Educational Center more frequently.	Objectives: 1 Strategies: 2 Activities: 3	Organizational	\$2400
3	All students will be proficient in Social Studies.	Objectives: 1 Strategies: 2 Activities: 2	Academic	\$500
4	All students will make sense of Math problems and persevere in solving them.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0
5	Students will make a connection between Science concepts and real life applications.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0

Goal 1: All student will be proficient in reading.

Measurable Objective 1:

A 10% increase of 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 in reading. in English Language Arts by 06/14/2014 as measured by Scholastic lexile assessment 3 times a year..

Strategy 1:

Graphic Organizers - Teachers will implement several methods of graphic organizers through the entire curriculum to increase reading skills.

Category:

Research Cited: Marzano, R., Pickering, D., & Pollock, J. (2001). Research-based strategies for increasing student achievement. Classroom instruction that works. Alexandria,

VA: Association for Supervision and Curriculum Development.

Tier:

Activity - KWL	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teaching students what the acronym KWL stands for by defining each letter means. Model the behavior together with students: 1. Define the K, W, L 2. Analyze a writing using the K,W principles. 3. Read the entire writing and have students explain what they read by using the KWL chart.	Direct Instruction			09/09/2013	06/13/2014	\$0	No Funding Required	All Staff

Activity - Summarizing the learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will summarize essential ideas and concepts presented in text, lecture, or power point.	Direct Instruction			09/16/2013	06/13/2014	\$0	No Funding Required	All Staff

Strategy 2:

Professional Development - Teachers will be trained in a reading program called Reach provided by the local ISD during the summer of 2013.

Category:

Research Cited: Timperley, Wilson, Barrar, and Fung (2007)

Tier:

School Improvement Plan

Kalkaska Alternative Program

Activity - Teacher Training on Reach	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Train all Northside staff in the Reach program, focusing on reading comprehension and vocabulary development. Summer 2013-fall 2013	Professional Learning			06/15/2013	09/03/2013	\$100	General Fund	All teaching Staff at Northside.

Goal 2: Students will attend Northside Educational Center more frequently.

Measurable Objective 1:

demonstrate a behavior so that all students will improve their daily attendance. by 06/13/2014 as measured by attendance rate based on a percentage of students present..

Strategy 1:

Parental Involvement - Staff will invite parents to attend school functions by providing incentives for parental involvement.

Category:

Research Cited: Hong and Ho(2005). Parental Involvement in Learning

Tier:

Activity - Family Dine in	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents will come in for a quarterly luncheon or breakfast with students and staff.	Parent Involvement			09/03/2013	06/13/2014	\$500	Other	All Staff

Activity - Bring Your Parent to School Day	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will bring a parent to school during the first and third marking period. Extra Credit will be given to students who participate.	Parent Involvement			10/01/2013	06/13/2014	\$0	No Funding Required	All Teaching Staff

Strategy 2:

Rewards for Attendance - Teachers/Staff will present students with tickets that can be used for material rewards for good attendance each marking period.

Category:

Research Cited: <http://www.gifted.uconn.edu/siegle/GoalValuation/goalva05.html>

Tier:

School Improvement Plan

Kalkaska Alternative Program

Activity - Attendance Motivator	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be rewarded with 1 ticket for perfect attendance per week for a nine week period. At the end of nine weeks the accumulated tickets will go in a drawing for material rewards.	Monitor			09/03/2013	06/12/2014	\$1900	Section 31a	Northside Educational Center Staff

Goal 3: All students will be proficient in Social Studies.

Measurable Objective 1:

A 10% increase of 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 by increasing 5% per year based on State Assessment. in Social Studies by 06/13/2014 as measured by the state assessment 9th grade MEAP and 11th grade MME testing.

Strategy 1:

Reciprocal teaching - The teacher and student will take turns leading the dialogue concerning sections of the text.

Category:

Research Cited: Rosenshine and Meister(1994)

Tier:

Activity - Reciprocal teaching	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each student takes a turn at being the teacher and often the teacher and students take turns leading a dialogue concerning sections of the text.	Direct Instruction			09/03/2013	06/13/2014	\$0	No Funding Required	All teachers leading lessons pertaining to social studies.

Strategy 2:

Direct Instruction - Teachers will present the lesson including notions such as input, modeling, and checking for understanding in order for students to gain the knowledge or skill through lecture, film, tape, and videos.

Category:

Research Cited: Adams and Engelmann (1996) Direct Instruction

Tier:

School Improvement Plan

Kalkaska Alternative Program

Activity - Video Presentations	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Show students videos on American warfare.	Direct Instruction			09/03/2013	01/17/2014	\$500	Section 31a	Social Studies Teacher

Goal 4: All students will make sense of Math problems and persevere in solving them.

Measurable Objective 1:

25% of 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 making sense of what is known and applying a thoughtful and logical process which requires perseverance and flexibility. in Mathematics by 06/13/2014 as measured by unit test results(pre/post), SBAC practice questions and projects.

Strategy 1:

Problem-solving teaching - The teacher will provide math students with step by step instruction to lead students to develop a plan when approaching story problems in math class.

Category:

Research Cited: Ten Dimensions of Mathematics Education.-PRIME and Common Core

Tier:

Activity - T-chart	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
One side of the T-chart is for math computations. The other side of the T-chart is for students to have a conversation about the problem on the paper for example: What formula do I need? What information do I know? What information do I need to find? etc.	Implementation			09/03/2013	06/12/2014	\$0	Other	Math Teacher

Goal 5: Students will make a connection between Science concepts and real life applications.

Measurable Objective 1:

A 10% increase of 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 behavior of applying the Science concepts to real life situations. in Science by 06/12/2014 as measured by variety of assessments including verbal, written, and lab demonstrations..

Strategy 1:
Reciprocal Teaching - Teacher will present students with information in notes or powerpoint. Students will then demonstrate the understanding of the concepts through leading a dialogue concerning sections of the notes by generating questions and summaries.
Category:
Research Cited: Rosenshine and Meister, 1994, P. 479
Tier:

Activity - Lab Practicals	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will infer and deduct information from analyzing lab results.	Implementation			09/03/2013	06/12/2014	\$0	General Fund	Science Department

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
Reciprocal teaching	Each student takes a turn at being the teacher and often the teacher and students take turns leading a dialogue concerning sections of the text.	Direct Instruction			09/03/2013	06/13/2014	\$0	All teachers leading lessons pertaining to social studies.
Bring Your Parent to School Day	Students will bring a parent to school during the first and third marking period. Extra Credit will be given to students who participate.	Parent Involvement			10/01/2013	06/13/2014	\$0	All Teaching Staff
Summarizing the learning	Students will summarize essential ideas and concepts presented in text, lecture, or power point.	Direct Instruction			09/16/2013	06/13/2014	\$0	All Staff
KWL	Teaching students what the acronym KWL stands for by defining each letter means. Model the behavior together with students: 1. Define the K, W, L 2. Analyze a writing using the K,W principles. 3. Read the entire writing and have students explain what they read by using the KWL chart.	Direct Instruction			09/09/2013	06/13/2014	\$0	All Staff

Section 31a

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Video Presentations	Show students videos on American warfare.	Direct Instruction			09/03/2013	01/17/2014	\$500	Social Studies Teacher
Attendance Motivator	Students will be rewarded with 1 ticket for perfect attendance per week for a nine week period. At the end of nine weeks the accumulated tickets will go in a drawing for material rewards.	Monitor			09/03/2013	06/12/2014	\$1900	Northside Educational Center Staff

Other

School Improvement Plan

Kalkaska Alternative Program

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Family Dine in	Parents will come in for a quarterly luncheon or breakfast with students and staff.	Parent Involvement			09/03/2013	06/13/2014	\$500	All Staff
T-chart	One side of the T-chart is for math computations. The other side of the T-chart is for students to have a conversation about the problem on the paper for example: What formula do I need? What information do I know? What information do I need to find? etc.	Implementation			09/03/2013	06/12/2014	\$0	Math Teacher

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Teacher Training on Reach	Train all Northside staff in the Reach program, focusing on reading comprehension and vocabulary development. Summer 2013-fall 2013	Professional Learning			06/15/2013	09/03/2013	\$100	All teaching Staff at Northside.
Lab Practicals	Students will infer and deduct information from analyzing lab results.	Implementation			09/03/2013	06/12/2014	\$0	Science Department