



## **School Improvement Plan**

**Warren Consolidated Community High School**

**Warren Consolidated Schools**

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## **Introduction**

The SIP is a planning tool designed to address student achievement and system needs identified through the school's comprehensive needs assessment (CNA). Additionally, the SIP provides a method for schools to address the school improvement planning requirements of Public Act 25 of the Revised School Code and the Elementary and Secondary Education Act (ESEA) as applicable.

# **Executive Summary**

## **Introduction**

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

## **Description of the School**

**Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?**

Community High School is an alternative education setting with an enrollment that ranges from 161-174. In the past three years, enrollment remains steady, however there is a high degree of turn over due in part to the nature and purpose of the program. The primary intention of the school's design is to provide alternative means to assist credit deficient, underachieving, and truant students - many with chronic incidents of misconduct and/or chronic mental illnesses - graduate from high school with a Michigan Merit Curriculum high school diploma. Data from from the 2015-16 academic year includes the following demographic breakdown: total enrollment of 174 students, with 71% students being male and 29% are female; 3% Asian male to 1% Asian female (4%); 18% African American male to 6% African American female (24%); 0% Pacific Island male and 0% Pacific Island female (0%); 48% White male to 21% White female (69%); 1% Hispanic male to 0% Hispanic female (1%); 1% Multi-racial male and 1% Multi-racial female (2%). Community High School has shifting demographics because students are referred to the program each quarter from the WCS comprehensive high schools.

Currently CHS has 10 highly qualified and tenured teachers serving our students in classrooms with the one full-time counselor and a part-time (.4 FTE) social worker. All instructional staff benefit from WEA (Warren Educational Association) membership where they are compensated the same as teachers serving in the district's comprehensive high schools. The presence of an experienced staff has had a positive impact on the number of students referred for discipline as this staff has mastery of classroom management.

Students attending CHS must be a minimum of 16 years old and credit deficient. Factors contributing to credit deficiency include, but are not limited to, lack of motivation, insufficient academic skills, patterns of chronic truancy, violations of the student code of conduct leading to multiple suspensions, and chronic academic failure patterns. Another hidden pattern evident through the intake process is the frequency of chronic mental illness. CHS has a notable rate of living in poverty - entering school with limited academic vocabulary, literacy skills in mathematics, and English language art skills. Sixty-three percent of CHS students receive free or reduced lunch and three percent of CHS students are homeless.

Many students do not aspire to attend a 2 or 4 year college, but plan to attend a trade or certificate granting post-secondary institution. These students need intense support in post-secondary education goal setting and career placement. We have found that many successful alternative high schools utilize career paraprofessionals who assist students with their EDPs and educational/career goals. Although we do not have a career paraprofessional on staff, we fill some of these gaps by offering the nationally recognized Winning Futures mentoring program to approximately 60 students each year. Additionally, the counselor discusses post-secondary educational/career interests, goals, and strategies with all seniors as part of the graduation planning meeting(s). Career and post-secondary education seminars are offered throughout the school year as well.

## **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:**

Community High School uses a holistic approach to educating our specialized populations using innovative curriculum, technology and real life applications while fostering a sense of community and integrity.

**Mission Statement:**

Community High School provides a nurturing and challenging environment which empowers students to learn, grow and accomplish academic, social and vocational goals and to become life-long learners and productive members of society.

**Beliefs Statement:**

Community High School teachers believe that all students can learn.

Teachers maintain "nurturing" attitudes and behaviors in the classroom.

Staff highlight student achievements and accomplishments for others to see.

Staff support the vocational activities of Winning Futures.

Staff demonstrate and encourage positive social behaviors.

Staff encourage independence in student learning.

The school embodies its purpose by offering students access to academic core subjects and electives necessary to complete his/her Michigan Merit/Common Core Curriculum graduation requirements. Additionally, the program offers pathways to elective credits outside of the instructional day, which are aimed at building life skills: work study credit, life skills seminar credit, participation in the Winning Futures mentoring program, independent study credit recovery options through Keystone, American School, or Edmentum, and community service skills.

Community High School holds an Open House and Parent Teacher Conferences whereby parents are given opportunities to meet with staff and tour facilities.

In addition to teachers, support staff, including a social worker, a counselor, two secretaries, two lunch ladies, a security guard and language acquisition aide interact with and support students in a variety of ways. As part of the intake process, the student and parent(s) meet one-on-one with the program director and are informed of the depth and scope of the program. Students and parents are also informed of expectations of attendance, academic progress, and appropriate behavior. Parent and student sign a contract to document the meeting and understanding of the program expectations and guidelines.

CHS staff is devoted to an awareness of all factors that contribute to a student's willingness and readiness to learn. Consequently, addressing the social, emotional, and basic needs of each student is a valued part of the educational process.



## **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.**

Achievements:

Community High School has a variety of notable achievements during the 2015-16 school year. Stakeholders, such as students and parents, report overall high levels of satisfaction regarding his/her experience with CHS.

Areas of Improvement:

Community High School has demonstrated improvement in a variety of areas during the 2015-16 school year. Some examples include:

CHS ranks first or second regarding graduation and drop out rates when compared to six other alternative schools in the area. 2014-15 graduation rate data was as follows: 4 year cohort 48%, 5 year cohort 75%, and 6 year cohort 77%. 2014-15 drop out rate data was as follows: 4 year cohort 14%, 5 year cohort 15%, and 6 year cohort 23%.

Words with Flynn, a two year initiative, is designed to build students' vocabulary and reading comprehension skills. During the 2015-16 academic year, we have demonstrated an average growth rate 19% of when comparing pre and post test data.

CHS was presented with a Green School Award and given Evergreen Status.

The amount and variety of seminars available to students has increased during the last three years. A total of 85 seminars were offered. Of the 85 seminars offered, 52 took place in our building and 33 took place in the community. Students are able to use seminars, both in-school and out-of-school, as an additional credit recovery opportunity (specific program criteria for credit is defined) or simply as a learning opportunity. Seminar topics include college visits, investment and savings, career options and training needs, book club, and a variety of life skills and healthy living topics.

All Community High School staff members are highly qualified and tenured.

Participation and involvement in the school's student leadership program. Students engage in fundraising to provide for and meet the needs of community members having various needs, such as Blessings in a Backpack.

Nearly 100% of students participate in extended day learning/credit learning opportunities. Examples include: Career Prep Center enrollment, work study, community service, Winning Futures, life skills seminar, and independent study courses.

There has been an increase in the number of extra-curricular activities offered to students as motivation to maintain good grades and attendance; this includes attendance at Prom, ALNET competitions such as softball, girls volleyball, boys basketball, quizbowl, and bowling, academic achievement incentive, provide transportation, book club, green school award.

Areas for Improvement:

Community High School strives to improve graduation rates across cohort years. Our 2015 four year cohort graduation rate was 48%. Other SY 2016-2017

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areas needing improvement include: maintaining consistent staffing and from this, a cohesive vision for student achievement and research-based interventions and data analysis; developing and using consistent assessment tools across departments/courses that demonstrate effectiveness in meeting our graduation rate goals, as these differ from district measurements of student achievement such as comprehensive semester common assessments (i.e. exams) and the PSAT/SAT/M-Step; and increase communication between stakeholders and provide additional resources to students/families that support common goals such as earning a high school diploma and acquiring life skills and vocational/career readiness skills.

## **Additional Information**

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

It is important to note that our criteria for enrollment sets us up for failure regarding the state graduation rate expectations. Since credit deficiency is the common thread that brings all students to our program, our primary focus is on helping each student maintain his/her commitment to earning a high school diploma, regardless of whether it takes 4, 5, or 6 years to do so. We are very proud of our low drop out rates (as compared to other alternative highs schools).

# **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.**

Community High School involves all stakeholders in the development of our school improvement plan. All teachers, counselor and administrator have opportunities to express their voice through discussion with the SIP team, and formal and informal perceptual surveys framed around the five SIP standards. Our community outreach programs, CARE, and Winning Futures, have interjected their ideas and opinions to the active school improvement team. Our parents and students have been surveyed and the results have been used to assist in the implementation of our new improvement plan.

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

The stakeholder groups that have been represented in the development of the improvement plan are Community High administration, teachers, counselor, social worker, support staff, parents, students, and community outreach programs. Community High administration and teachers have played a first hand active approach in developing our improvement plan. Parents and students have been surveyed and their responses have been evaluated and implemented into our plan. Parents have also been informed of our plan at Open House, parent-teacher conferences and intake meetings. Their concerns and input were then recorded and implemented into our plan. Our community outreach programs, and Winning Futures, have also been polled and their input has been implemented into our improvement plan.

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

The final improvement plan is communicated to all stakeholders through the following processes and procedures: Teachers receive final information through our staff PLC meetings and SIP meetings. Many of our teachers have co-authored and edited the improvement plan and were actively involved in the completion of our documentation. The final report is given to all staff members upon completion. Our final plan is then communicated to the community, parents and students through the following forms of media: district website, Community High School website, parent/teacher conferences booklet, and Open House brochure. Additionally, our final improvement plan and goals are communicated to School Board for final approval in June.

# 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?**

High student transiency; high student turn over (5 & 6 year cohort students can graduate each quarter and new students enter the program each quarter); low academic vocabulary and literacy skills indicative of children living in poverty; disenfranchisement from school; insufficient support staff resources as many students suffer untreated mental illnesses, chronic health conditions, and/or undiagnosed/under-diagnosed learning disabilities; and limited parent capacity to engage.

### **Student Demographic Data**

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

Three challenges face us relative to student attendance: access to reliable transportation; untreated mental health issues as well as those being treated; and disenfranchisement. Many students exceed 10 absences in a course(es) throughout a quarter. Regardless of the cause for these absences, missing instructional time is a real barrier to demonstrating content mastery and thus student achievement data growth.

### **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?**

Frequently, when a student is suspended he/she does not elect to make up the assignments/assessments that were missed. In some cases, this may be based on his/her lack of desire or initiative. In other cases, this may be linked to the student's lack of skills/knowledge required to complete the assignments/assessment. Although teachers make the assignments/assessments available (many online), some students lack the initiative to follow through, ask questions, and problem solve.

### **Student Demographic Data**

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

Continue to develop positive, safe learning environment with clear expectations that we communicate to our students.

Continue to advocate for busing of our in-district students.

Provide opportunities for all instructional staff to participate in district professional development initiatives that include: training on the revised curriculum aligned with the Common Core; developing and sustaining balanced literacy initiative; Classroom Instruction That Works; Stages Evaluation tool; and methods of developing multiple tier systems of support for our learners.

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Continue to utilize membership with ALNET (network of alternative high schools) to access professional development that fits staffing needs relative to serving struggling/resistant learners.

Research and develop parent outreach initiatives that engage Macomb County Community Health network of services.

Connect students to the WCS center programs that include: auto mechanics and radio and TV at Cousino High School; WCSPA - Warren Consolidated Schools Performing Arts Center at Sterling Heights High School; and the Career Prep Center (CPC) to address disenfranchisement. Engaging students in relevant, "real-world", and high interest course work will Community High as well as providing them with essential career development opportunities.

Continue to connect students to school through participation in the Winning Futures Mentoring Program, the Life Skills Seminar Program, community service programs/initiatives, and work study programs.

Assist students/families in accessing Macomb County Community Health programs and CARE services.

### 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?**

Community High School has one director/administrator. He has 11 years of teaching experience and 10 years of administrative experience. Most importantly, he elected to become the administrator of our school. Although he is completing his 2nd year at Community High School, he brings with him a variety of teaching and administrative experiences.

### 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?**

The average number of years of teaching experience, within our current instructional staff, is 13.4 (10 teachers). Additionally, all teachers have a minimum of 3 years of teaching experience in an alternative high school setting. The experience of our current staff implies a strong knowledge of content, a wide repertoire of instructional strategies and interventions, and effective classroom management strategies. Our teaching staff is accustomed to the process of differentiated instruction, setting clear objectives for the day and beyond, checking for understanding, and reteaching when necessary.

### 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?**

No significant impact identified.

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### 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?**

Having guest teachers in our classrooms, regardless of the reason, influences student achievement for the day and creates a disruption to the overall learning process. This is, in part, due to some common characteristics of many of our students. For example, a need for consistency and lack of trust of adult/authority figures.

### Teacher/School Leader(s) Demographic Data

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

We continue to seek connections with specific guest teachers who might be willing to substitute teach in our building on a regular basis.

## **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?**

CHS staff, parents, and students felt that there were many strengths on our interim self assessments. Our school strengths were: How fairly students are treated, the variety of strategies that teachers use for instruction and development, and How safe and orderly the CHS environment is.

### **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?**

CHS interim self assessments showed the following challenges: Lack of resources available to our students; i.e. technology and library, getting students motivated to learn when they do not like school, class sizes appropriate to the student population.

### **12. How might these challenges impact student achievement?**

These challenges impact student achievement on a daily basis. The lack of resources, motivation, truancy, transportation issues, and the large class sizes in some classes affect our student achievement data. This is a challenge that we face being that our program is an Alternative Educational Program.

### **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.**

Throughout the past school year we have incorporated a morning bus to drop off some students at CHS. We have tweaked our reading and writing goals in our SIP plan to incorporate writing tracker and Words with Flynn (vocabulary builder). Hopefully these programs can assist with fluency, focus and form of writing and expanding vocabulary within our students. Hopefully, these strategies help motivate students. We will be providing the students with a Writing Tracker booklet (resource).

### **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?**

Students with disabilities have full opportunity to access all CHS credit recovery and extended learning opportunities. In addition our students who have IEP's meet with a teacher consultant each and every week.

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

CHS offers the following extended learning opportunities to all of our students (grades 10-12: Career Prep vocational courses/training, Keystone courses, American School, GenNET courses, work study credits, community service credits, seminar credits, Winning Futures credit, and dual enrollment with Macomb Community College

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

Students at CHS are identified for extended learning opportunities through our counselor. Student transcripts are analyzed to find areas where they are credit deficient. Once it is determined what a student needs to fulfill for graduation they then have extended learning opportunities that are suggested/developed to meet their individual needs.

**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?**

Teachers at CHS align their classes to Common Core Standards and Michigan Merit Curriculum per the district standards and expectations. The evidence can be found in many different forms/mediums such as: lesson plans, formal assessments, standardized assessments, pre/post assessments, and teacher websites.

**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.**

N/A. Our school does not use a health survey/screener to the best of our knowledge.

## **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**

Even though there was a slight dip for 2013, reading proficiency has increased during this period.

MME Reading proficiency levels 1 and 2 for 2012 = 11%

MME Reading proficiency levels 1 and 2 for 2013 = 10%

was MME Reading proficiency levels 1 and 2 for 2014 = 13%

### **19b. Reading- Challenges**

Significant ELL student population; Excessive absenteeism/truancy;

### **19c. Reading- Trends**

Based on MME data only, there is an increase in levels 1 and 2 reading proficiency from 2012 to 2014. But it is important to note that our student population is continuously fluid, meaning that students enter the program at 4 different times during the year because of varying credit needs or their relationships with the home schools. Students are also leaving because graduation credit requirements may be fulfilled in November, January, March and June.

**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.**

Community High School has included an all-school, building-wide vocabulary development goal in the SIP. The school's name for this program is "Words With Flynn." The program is researched based, and this information is referenced in the "Goals" section of the SIP.

**20a. Writing- Strengths**

Even though there was a slight increase for 2013, writing proficiency has remained relatively flat during this period.

MME Writing proficiency levels 1 and 2 for 2012 = 7%

MME Writing proficiency levels 1 and 2 for 2013 = 8%

MME Writing proficiency levels 1 and 2 for 2014 = 7%

**20b. Writing- Challenges**

The MME data shows relatively low scores for Writing.

One significant documented challenge is that many students do not see any relevance whatsoever in performing well on standardized assessments. This has been demonstrated on numerous occasions.

Many students enter our high school program seriously deficient in even the most basic writing skills, such as neglecting to use capital letters at the beginning of sentences and ending punctuation in simple sentences.

**20c. Writing- Trends**

Based on MME data only, there is no increase in levels 1 and 2 writing proficiency from 2012 to 2014. But it is important to note that our

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student population is continuously fluid, meaning that students enter the program at 4 different times during the year because of varying credit needs or their relationships with their home schools. Students are also leaving the program because graduation credit requirements may be fulfilled in November, January, March and June.

### 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.**

The SIP will include "Writing Tracker" as the primary goal to address writing needs. The SIP team has met with the district's ELA and Technology Curriculum Instruction Technology Support (CITS) specialists to discuss the implementation of this research-based goal. The team has also started the process of discussing the particulars of implementing this strategy.

### 21a. Math- Strengths

Even though there was a dip for 2013, Math proficiency has remained level during this period.

MME Math proficiency levels 1 and 2 for 2012 = 2%

MME Math proficiency levels 1 and 2 for 2013 = 0%

MME Math proficiency levels 1 and 2 for 2014 = 2%

### 21b. Math- Challenges

Students enter the program seriously deficient in basic math skills. Students do not see the relevance of certain math topics. Some students have difficulty with or lack the effort in reading multi-stepped word problems. Significant absenteeism/truancy contributes to gaps in math achievement.

### 21c. Math- Trends



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Math achievement (proficiency levels 1 and 2) has remained level, except for the dip in 2013.

### 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.

NA - Not Applicable

### 22a. Science- Strengths

Science proficiency has increased during this period.

MME Science proficiency levels 1 and 2 for 2012 = 0%

MME Science proficiency levels 1 and 2 for 2013 = 0%

MME Science proficiency levels 1 and 2 for 2014 = 4%

### 22b. Science- Challenges

Students enter the program with a predisposition to or "fear" of science, automatically believing it is too hard. Students are deficient in scientific/academic vocabulary. Students lack the ability to gather and analyze data correctly.

### 22c. Science- Trends

Using MME data alone, proficiency has increased during the last 3-year period.

2012 Science (Levels 1 & 2 Proficiency): 0%

2013 Science (Levels 1 & 2 Proficiency): 0%

2014 Science (Levels 1 & 2 Proficiency): 4%

### 22d. Science- Summary

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**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.**

NA - Not Applicable

### **23a. Social Studies- Strengths**

MME Social Studies data shows achievement has improved slightly during the last 3-year period.

2012 Social Studies (Levels 1 & 2 Proficiency): 4%

2013 Social Studies (Levels 1 & 2 Proficiency): 2%

2014 Social Studies (Levels 1 & 2 Proficiency): 5%

### **23b. Social Studies- Challenges**

Students are deficient in academic/content-specific vocabulary. Students lack the ability to analyze charts and graphs correctly. Students have difficulty supporting opinions with evidence.

### **23c. Social Studies- Trends**

MME Social Studies data shows achievement has improved slightly during the last 3-year period, although there was a dip in achievement in the middle year.

2012 Social Studies (Levels 1 & 2 Proficiency): 4%

2013 Social Studies (Levels 1 & 2 Proficiency): 2%

2014 Social Studies (Levels 1 & 2 Proficiency): 5%

### **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.**

NA - Not Applicable

## **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?**

Most students found the class sizes at Community High School to be appropriate and effective for learning.

Students were also satisfied with their access to a variety of resources to help them succeed in their learning, such as technology, media centers, and libraries.

### **24b. Student Perception Data**

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

Student's overall enjoyment level of school was the overall lowest level of sanctification.

22% of students disagreed when asked, there are few problems with bullies at Community High School.

### **24c. Student Perception Data**

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

The social worker and counselor will offer more seminars and awareness about bullying.

Teachers and staff will strive to improve student's enjoyment of school by offering more relevant and up to date references and examples in daily lesson plans. Teachers have attended non-linguistic learning seminars this school year to learn how to incorporate memes, music, video clips, and other forms of popular culture into their curriculum.

### **25a. Parent/Guardian Perception Data**

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

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100% of parents responded that teachers have high expectations for their child.

100% of parents responded that Community High School provides a clean and pleasant environment for learning.

### 25b. Parent/Guardian Perception Data

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

The overall lowest level of satisfaction was with bullies at Community High School.

### 25c. Parent/Guardian Perception Data

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

The school social worker and counselor will be providing additional seminar opportunities on bullying and awareness. Our goal is to make students more comfortable coming to a teacher or staff member when there is an issue.

### 26a. Teacher/Staff Perception Data

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

100% of teachers and staff indicated that Community High provides a clean and pleasant environment for learning.

93% of teachers and staff indicated that a variety of teaching strategies and learning activities are used to help students learn.

### 26b. Teacher/Staff Perception Data

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

Majority of teachers and staff indicated an issue with substance abuse.

47% of teachers and staff disagreed that school rules apply equally to all students.

### 26c. Teacher/Staff Perception Data

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

School wide consistency of implementation of all school wide policies and procedures.

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### 27a. Stakeholder/Community Perception Data

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

N/A

### 27b. Stakeholder/Community Perception Data

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

N/A

### 27c. Stakeholder/Community Perception Data

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

N/A

## Summary

### 28a. Summary

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

#### Demographic

##### Strengths

Community High School has one director/administrator. He has 11 years of teaching experience and 10 years of administrative experience. Most importantly, he elected to become the administrator of our school. Although he is completing his 2nd year at Community High School, he brings with him a variety of teaching and administrative experiences.

The average number of years of teaching experience, within our current instructional staff, is 13.4 (10 teachers). Additionally, all teachers have a minimum of 3 years of teaching experience in an alternative high school setting. The experience of our current staff implies a strong knowledge of content, a wide repertoire of instructional strategies and interventions, and effective classroom management strategies. Our teaching staff is accustomed to the process of differentiated instruction, setting clear objectives for the day and beyond, checking for understanding, and reteaching when necessary.

##### Challenges

High student transiency; high student turn over (5 & 6 year cohort students can graduate each quarter and new students enter the program each quarter); low academic vocabulary and literacy skills indicative of children living in poverty; disenfranchisement from school; insufficient support staff resources as many students suffer untreated mental illnesses, chronic health conditions, and/or undiagnosed/under-diagnosed learning disabilities; and limited parent capacity to engage.

Three challenges face us relative to student attendance: access to reliable transportation; untreated mental health issues as well as those being treated; and disenfranchisement. Many students exceed 10 absences in a course(es) throughout a quarter. Regardless of the cause for these absences, missing instructional time is a real barrier to demonstrating content mastery and thus student achievement data growth. Frequently, when a student is suspended he/she does not elect to make up the assignments/assessments that were missed. In some cases, this may be based on his/her lack of desire or initiative. In other cases, this may be linked to the student's lack of skills/knowledge required to complete the assignments/assessment. Although teachers make the assignments/assessments available (many online), some students lack the initiative to follow through, ask questions, and problem solve.

#### Process

##### Strengths

CHS staff, parents, and students felt that their were many strengths on our interim self assessments. Our school strengths were: How fairly students are treated, the variety of strategies that teachers use for instruction and development, and How safe and orderly the CHS environment is.

## School Improvement Plan

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### Challenges

CHS interim self assessments showed the following challenges: Lack of resources available to our students; i.e. technology and library, getting students motivated to learn when they do not like school, class sizes appropriate to the student population.

### Achievement

#### Strengths

Even though there was a slight dip for 2013, reading proficiency has increased during this period.

MME Reading proficiency levels 1 and 2 for 2012 = 11%

MME Reading proficiency levels 1 and 2 for 2013 = 10%

was MME Reading proficiency levels 1 and 2 for 2014 = 13%

Even though there was a slight increase for 2013, writing proficiency has remained relatively flat during this period.

MME Writing proficiency levels 1 and 2 for 2012 = 7%

MME Writing proficiency levels 1 and 2 for 2013 = 8%

MME Writing proficiency levels 1 and 2 for 2014 = 7%

Even though there was a dip for 2013, Math proficiency has remained level during this period.

MME Math proficiency levels 1 and 2 for 2012 = 2%

MME Math proficiency levels 1 and 2 for 2013 = 0%

MME Math proficiency levels 1 and 2 for 2014 = 2%

Science proficiency has increased during this period.

MME Science proficiency levels 1 and 2 for 2012 = 0%

MME Science proficiency levels 1 and 2 for 2013 = 0%

MME Science proficiency levels 1 and 2 for 2014 = 4%

MME Social Studies data shows achievement has improved slightly during the last 3-year period.

2012 Social Studies (Levels 1 & 2 Proficiency): 4%

2013 Social Studies (Levels 1 & 2 Proficiency): 2%

2014 Social Studies (Levels 1 & 2 Proficiency): 5%

### Challenges

Reading: Significant ELL student population; Excessive absenteeism/truancy;

Writing: The MME data shows relatively low scores for Writing.

## School Improvement Plan

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One significant documented challenge is that many students do not see any relevance whatsoever in performing well on standardized assessments. This has been demonstrated on numerous occasions.

Many students enter our high school program seriously deficient in even the most basic writing skills, such as neglecting to use capital letters at the beginning of sentences and ending punctuation in simple sentences.

Math: Students enter the program seriously deficient in basic math skills. Students do not see the relevance of certain math topics. Some students have difficulty with or lack the effort in reading multi-stepped word problems. Significant absenteeism/truancy contributes to gaps in math achievement.

Science: Students enter the program with a predisposition to or "fear" of science, automatically believing it is too hard. Students are deficient in scientific/academic vocabulary. Students lack the ability to gather and analyze data correctly.

Social Studies: Students are deficient in academic/content-specific vocabulary. Students lack the ability to analyze charts and graphs correctly. Students have difficulty supporting opinions with evidence.

Perception:

### Strengths

Students: Most students found the class sizes at Community High School to be appropriate and effective for learning. Students were also satisfied with their access to a variety of resources to help them succeed in their learning, such as technology, media centers, and libraries.

Parents: 100% of parents responded that teachers have high expectations for their child.

100% of parents responded that Community High School provides a clean and pleasant environment for learning.

Staff: 100% of teachers and staff indicated that Community High provides a clean and pleasant environment for learning. 93% of teachers and staff indicated that a variety of teaching strategies and learning activities are used to help students learn.

### Challenges

Students: Student's overall enjoyment level of school was the overall lowest level of sanctification.

22% of students disagreed when asked, there are few problems with bullies at Community High School.

Parents: The overall lowest level of satisfaction was with bullies at Community High School.

Staff: Majority of teachers and staff indicated an issue with substance abuse.

47% of teachers and staff disagreed that school rules apply equally to all students.

## 28b. Summary

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

#### Demographic

Community High School has one director/administrator. He has 11 years of teaching experience and 10 years of administrative experience. Most importantly, he elected to become the administrator of our school. Although he is completing his 2nd year at Community High School, he brings with him a variety of teaching and administrative experiences.



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The average number of years of teaching experience, within our current instructional staff, is 13.4 (10 teachers). Additionally, all teachers have a minimum of 3 years of teaching experience in an alternative high school setting. The experience of our current staff implies a strong knowledge of content, a wide repertoire of instructional strategies and interventions, and effective classroom management strategies. Our teaching staff is accustomed to the process of differentiated instruction, setting clear objectives for the day and beyond, checking for understanding, and reteaching when necessary.

Having guest teachers in our classrooms, regardless of the reason, influences student achievement for the day and creates a disruption to the overall learning process. This is, in part, due to some common characteristics of many of our students. For example, a need for consistency and lack of trust of adult/authority figures.

### Process

These challenges impact student achievement on a daily basis. The lack of resources, motivation, truancy, transportation issues, and the large class sizes in some classes affect our student achievement data. This is a challenge that we face being that our program is an Alternative Educational Program.

### Perception

Student: The social worker and counselor will offer more seminars and awareness about bullying. Teachers and staff will strive to improve student's enjoyment of school by offering more relevant and up to date references and examples in daily lesson plans. Teachers have attended non-linguistic learning seminars this school year to learn how to incorporate memes, music, video clips, and other forms of popular culture into their curriculum.

Parent: The school social worker and counselor will be providing additional seminar opportunities on bullying and awareness. Our goal is to make students more comfortable coming to a teacher or staff member when there is an issue.

Staff: School wide consistency of implementation of all school wide policies and procedures.

## 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?**

### Demographic

Student:

Continue to develop positive, safe learning environment with clear expectations that we communicate to our students.

Continue to advocate for busing of our in-district students.

Provide opportunities for all instructional staff to participate in district professional development initiatives that include: training on the revised curriculum aligned with the Common Core; developing and sustaining balanced literacy initiative; Classroom Instruction That Works; Stages Evaluation tool; and methods of developing multiple tier systems of support for our learners.

## School Improvement Plan

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Continue to utilize membership with ALNET (network of alternative high schools) to access professional development that fits staffing needs relative to serving struggling/resistant learners.

Research and develop parent outreach initiatives that engage Macomb County Community Health network of services.

Connect students to the WCS center programs that include: auto mechanics and radio and TV at Cousino High School; WCSPA - Warren Consolidated Schools Performing Arts Center at Sterling Heights High School; and the Career Prep Center (CPC) to address disenfranchisement. Engaging students in relevant, "real-world", and high interest course work will Community High as well as providing them with essential career development opportunities.

Continue to connect students to school through participation in the Winning Futures Mentoring Program, the Life Skills Seminar Program, community service programs/initiatives, and work study programs. Assist students/families in accessing Macomb County Community Health programs and CARE services.

Teacher:

We continue to seek connections with specific guest teachers who might be willing to substitute teach in our building on a regular basis.

### Process

Throughout the past school year we have incorporated a morning bus to drop off some students at CHS. We have tweaked our reading and writing goals in our SIP plan to incorporate writing tracker and Words with Flynn (vocabulary builder). Hopefully these programs can assist with fluency, focus and form of writing and expanding vocabulary within our students. Hopefully, these strategies help motivate students. We will be providing the students with a Writing Tracker booklet (resource).

Students with disabilities have full opportunity to access all CHS credit recovery and extended learning opportunities. In addition our students who have IEP's meet with a teacher consultant each and every week.

CHS offers the following extended learning opportunities to all of our students (grades 10-12: Career Prep vocational courses/training, Keystone courses, American School, GenNET courses, work study credits, community service credits, seminar credits, Winning Futures credit, and dual enrollment with Macomb Community College

### Achievement

Reading: Community High School has included an all-school, building-wide vocabulary development goal in the SIP. The school's name for this program is "Words With Flynn." The program is researched based, and this information is referenced in the "Goals" section of the SIP.

Writing: The SIP will include "Writing Tracker" as the primary goal to address writing needs. The SIP team has met with the district's ELA and Technology Curriculum Instruction Technology Support (CITS) specialists to discuss the implementation of this research-based goal. The team has also started the process of discussing the particulars of implementing this strategy.

Math: NA - Not Applicable

Science: NA - Not Applicable

Social Studies: NA - Not Applicable

### Perception

## School Improvement Plan

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Students: The social worker and counselor will offer more seminars and awareness about bullying. Teachers and staff will strive to improve student's enjoyment of school by offering more relevant and up to date references and examples in daily lesson plans. Teachers have attended non-linguistic learning seminars this school year to learn how to incorporate memes, music, video clips, and other forms of popular culture into their curriculum.

Parents: The school social worker and counselor will be providing additional seminar opportunities on bullying and awareness. Our goal is to make students more comfortable coming to a teacher or staff member when there is an issue.

Teachers: School wide consistency of implementation of all school wide policies and procedures.

Stakeholder/Community: N/A

# **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	Our alternative high school does not assess these, they are assessed in grades 1-5.	

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	Visible on the district web-page: wcskids.net 2014-2015 Report for Community HS: <a href="http://www.wcs.k12.mi.us/Curriculum/Annual_Report/reports/1415/chs.pdf">http://www.wcs.k12.mi.us/Curriculum/Annual_Report/reports/1415/chs.pdf</a>	

Label	Assurance	Response	Comment	Attachment
3.	Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.	Yes	Yes, they are held by the three comprehensive high schools. Community High School is an alternative, Tier III placement.	

Label	Assurance	Response	Comment	Attachment
4.	Our school reviews and annually updates the EDPs to ensure academic course work alignment.	Yes	This is accomplished by our English 11 teacher and the school counselor who guide students through Career Cruising on a regular basis since our clientele is very fluid. We currently target district students who are credit deficient in grades 11 and 12.	

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	Evident in school policy documents as well as on all printed and web-based documents generated by both the school and district.	

## School Improvement Plan

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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	Ellanore L. Evans Executive Director Student & Family Liaison 31300 Anita Warren, Michigan 48092	

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.	Yes	As part of the registration process, every student with his guardian(s) signs a compact that explicitly details Community High School's expectations for student success: attendance, academic productivity, and compliance to the district's code of conduct.	Student-Parent Contract

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

# **Community High School Improvement Plan 2016/2017**



## Overview

### Plan Name

Community High School Improvement Plan 2016/2017

### 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	Students will demonstrate growth on local assessments in Mathematics.	Objectives: 1 Strategies: 2 Activities: 6	Academic	\$0
2	Students will demonstrate growth on local assessments in Reading and Writing.	Objectives: 1 Strategies: 2 Activities: 8	Academic	\$0

## Goal 1: Students will demonstrate growth on local assessments in Mathematics.

### Measurable Objective 1:

85% of All Students will demonstrate a proficiency based on standardized assessment in Mathematics by 06/30/2024 as measured by as measured by the state assessments..

### Strategy 1:

Professional Learning Community - PLC framework:

Staff will align instruction (lesson planning) with district curriculum and pacing guides.

Staff will increase understanding of utilizing high-leverage, research-based instructional strategies in order to improve the impact of effective instruction on student achievement.

Staff will create, implement and analyze building and district-level common assessments' results to drive instruction.

Staff will implement a MTSS process to ensure all students' growth in achievement and behavioral success.

Staff will monitor and analyze the impact of adult implementation of instructional strategies and activities on student achievement.

Category: Career and College Ready

Research Cited: Research: Professional Learning Communities at Work, R. DuFour (1998); Whatever It Takes, R. DuFour (2004); Learning by Doing, T. Many (2012); Results NOW, M. Schmoker;

Tier I: The Forgotten Tier, J. Allain (2011); Visual Learning, J. Hattie (2009); Common Formative Assessment, Bailey and Jakicic (2014).

Tier: Tier 1

Activity - Data Collection and Analysis	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Using the Dufour model for professional learning communities, establish protocols for data collection and analysis processes.	Implementation	Tier 1	Getting Ready	08/31/2016	06/16/2017	\$0	General Fund	All staff will participate in professional learning communities and utilize data collection and analysis protocols.

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Activity - Protocol/Processes	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
During professional learning community, group norms will be visible for all staff members and roles will implemented to move the meeting time along. Protocol and processes will be established when discussing the process for data analysis.	Professional Learning	Tier 1	Implement	08/31/2016	06/16/2017	\$0	General Fund	All staff will participate in professional learning communities and utilize protocol and processes for the meeting time.
Activity - Collaborative Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Participate in collaborative meetings with other high school teachers in similar content areas within the district.	Professional Learning	Tier 1	Getting Ready	08/31/2016	06/16/2017	\$0	General Fund	All staff will participate in professional learning communities and utilize collaborative meetings across the districts.
Activity - Classroom Instruction That Works	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use strategies from Classroom Instruction That Works in their classroom instruction to create the environment for learning, develop understanding, and extend and apply knowledge.	Direct Instruction	Tier 1	Implement	08/31/2016	06/16/2017	\$0	General Fund	All staff will incorporate Classroom Instruction That Works within their teaching practices.
Activity - PSAT/SAT Embedded Content	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

## School Improvement Plan

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PSAT/SAT related strategies and materials embedded into course content.	Direct Instruction, Supplemental Materials	Tier 1	Getting Ready	08/31/2016	06/16/2017	\$0	General Fund	All staff will incorporate PSAT/SAT related strategies and materials into lessons and activities.
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### Strategy 2:

MTSS Process and Practices - This strategy has not been implemented and our school is in the getting ready phase. Teachers will first need to be trained in the MTSS process.

Category: Learning Support Systems

Research Cited: Fuchs, L. S., & Fuchs, D. (1986). Effects of systematic formative evaluation: A meta-analysis. *Exceptional Children*, 53(3), 199–208.

Fuchs, L. S., & Fuchs, D. (2002). Curriculum-based measurement: Describing competence, enhancing outcomes, evaluating treatment effects, and identifying treatment nonresponders. *Peabody Journal of Education*, 77, 64–84.

National Center on Response to Intervention. (2010). Essential components of RTI—A closer look at response to intervention. Washington, DC: U.S. Department of Education, Office of Special Education Programs, National Center on Response to Intervention.

Tier: Tier 2

Activity - Opportunity to Implement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will have an opportunity to receive coaching through the use of classroom coaches who model the use of Tier II intervention strategies or tools with students in their classrooms.	Professional Learning	Tier 2	Getting Ready	08/31/2016	06/16/2017	\$0	General Fund	All teaching staff will need professional development regarding MTSS.

## Goal 2: Students will demonstrate growth on local assessments in Reading and Writing.

## School Improvement Plan

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### Measurable Objective 1:

85% of All Students will demonstrate a proficiency based on standardized assessment in Reading by 06/30/2024 as measured by the state assessments.

### (shared) Strategy 1:

Professional Learning Communities - PLC framework:

- Staff will align instruction (lesson planning) with district curriculum and pacing guides.
- Staff will increase understanding of utilizing high-leverage, research-based instructional strategies (CITW) in order to improve the impact of effective instruction on student achievement.
- Staff will create, implement and analyze building and district-level common assessments' results to drive instruction.
- Staff will getting ready to implement a MTSS process to ensure all students' growth in achievement and behavioral success.
- Staff will monitor and analyze the impact of adult implementation of instructional strategies and activities utilizing academic vocabulary to increase student achievement.

Category: Career and College Ready

Research Cited: Research: Professional Learning Communities at Work, R. DuFour (1998); Whatever It Takes, R. DuFour (2004); Learning by Doing, T. Many (2012); Results NOW, M. Schmoker;

Tier I: The Forgotten Tier, J. Allain (2011); Visual Learning, J. Hattie (2009); Common Formative Assessment, Bailey and Jakicic (2014).

Tier: Tier 1

Activity - Data Collection and Analysis	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Using the Dufour model for professional learning communities, establish protocols for data collection and analysis processes.	Implementation	Tier 1	Getting Ready	08/31/2016	06/16/2017	\$0	General Fund	All staff will participate in professional learning communities and utilize data collection and analysis protocols.

Activity - Protocol/Processes	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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During professional learning community, group norms will be visible for all staff members and roles will implemented to move the meeting time along. Protocol and processes will be established when discussing the process for data analysis.	Professional Learning	Tier 1	Implement	08/31/2016	06/16/2017	\$0	General Fund	All staff will participate in professional learning communities and utilize protocol and process for the meeting time.
<b>Activity - Collaborative Meetings</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Participate in collaborative meetings with other high school teachers in similar content areas within the district.	Professional Learning	Tier 1	Getting Ready	08/31/2016	06/16/2017	\$0	General Fund	All staff will participate in professional learning communities and utilize collaborative meetings across the district.
<b>Activity - Classroom Instruction That Works</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Teachers will use strategies from Classroom Instruction That Works in their classroom instruction to create the environment for learning, develop understanding, and extend and apply knowledge.	Direct Instruction	Tier 1	Implement	08/31/2016	06/16/2017	\$0	General Fund	All staff will incorporate Classroom Instruction That Works within their teaching practices.
<b>Activity - PSAT/SAT Embedded Content</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>

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PSAT/SAT strategies and materials embedded into course content.	Direct Instruction, Supplemental Materials	Tier 1	Getting Ready	08/31/2016	06/16/2017	\$0	General Fund	All staff will incorporate PSAT/SAT related strategies and materials into lessons and activities.
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Activity - Academic Vocabulary	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Increasing academic vocabulary by introducing 25 words over the course of the school year, including these words throughout daily instruction. Pre and post tests are given using Data Director.	Supplemental Materials	Tier 1	Implement	08/31/2016	06/16/2017	\$0	General Fund	All staff will be required to give pre and post tests. All staff must incorporate the words in their instruction.

Activity - Writing Tracker	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will write for five minutes on a topic related the class content. Students will record and track their data for number of words written.	Direct Instruction	Tier 2	Getting Ready	08/31/2016	06/16/2017	\$0	General Fund	Three staff members will be selected to implement writing tracker during the same period. These staff will be responsible for collecting and inputting data into a common file for analysis.



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### (shared) Strategy 2:

MTSS Process and Practices - This strategy has not been implemented and our school is in the getting ready phase. Teachers will first need to be trained in the MTSS process.

Category: Learning Support Systems

Research Cited: Fuchs, L. S., & Fuchs, D. (1986). Effects of systematic formative evaluation: A meta-analysis. *Exceptional Children*, 53(3), 199–208.

Fuchs, L. S., & Fuchs, D. (2002). Curriculum-based measurement: Describing competence, enhancing outcomes, evaluating treatment effects, and identifying treatment nonresponders. *Peabody Journal of Education*, 77, 64–84.

National Center on Response to Intervention. (2010). Essential components of RTI—A closer look at response to intervention. Washington, DC: U.S. Department of Education, Office of Special Education Programs, National Center on Response to Intervention.

Tier: Tier 1

Activity - Opportunity to Implement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will have the opportunity to receive coaching through the use of classroom coaches who model the use of Tier II intervention strategies or tools with students in their classrooms.	Professional Learning	Tier 2	Getting Ready	08/31/2016	06/16/2017	\$0	General Fund	All teaching staff will need professional development regarding MTSS.

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
PSAT/SAT Embedded Content	PSAT/SAT related strategies and materials embedded into course content.	Direct Instruction, Supplemental Materials	Tier 1	Getting Ready	08/31/2016	06/16/2017	\$0	All staff will incorporate PSAT/SAT related strategies and materials into lessons and activities.
Collaborative Meetings	Participate in collaborative meetings with other high school teachers in similar content areas within the district.	Professional Learning	Tier 1	Getting Ready	08/31/2016	06/16/2017	\$0	All staff will participate in professional learning communities and utilize collaborative meetings across the district.
Protocol/Processes	During professional learning community, group norms will be visible for all staff members and roles will be implemented to move the meeting time along. Protocol and processes will be established when discussing the process for data analysis.	Professional Learning	Tier 1	Implement	08/31/2016	06/16/2017	\$0	All staff will participate in professional learning communities and utilize protocol and process for the meeting time.

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PSAT/SAT Embedded Content	PSAT/SAT strategies and materials embedded into course content.	Direct Instruction, Supplemental Materials	Tier 1	Getting Ready	08/31/2016	06/16/2017	\$0	All staff will incorporate PSAT/SAT related strategies and materials into lessons and activities.
Data Collection and Analysis	Using the Dufour model for professional learning communities, establish protocols for data collection and analysis processes.	Implementation	Tier 1	Getting Ready	08/31/2016	06/16/2017	\$0	All staff will participate in professional learning communities and utilize data collection and analysis protocols.
Data Collection and Analysis	Using the Dufour model for professional learning communities, establish protocols for data collection and analysis processes.	Implementation	Tier 1	Getting Ready	08/31/2016	06/16/2017	\$0	All staff will participate in professional learning communities and utilize data collection and analysis protocols.
Opportunity to Implement	Teachers will have an opportunity to receive coaching through the use of classroom coaches who model the use of Tier II intervention strategies or tools with students in their classrooms.	Professional Learning	Tier 2	Getting Ready	08/31/2016	06/16/2017	\$0	All teaching staff will need professional development regarding MTSS.
Classroom Instruction That Works	Teachers will use strategies from Classroom Instruction That Works in their classroom instruction to create the environment for learning, develop understanding, and extend and apply knowledge.	Direct Instruction	Tier 1	Implement	08/31/2016	06/16/2017	\$0	All staff will incorporate Classroom Instruction That Works within their teaching practices.

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Writing Tracker	Students will write for five minutes on a topic related to the class content. Students will record and track their data for number of words written.	Direct Instruction	Tier 2	Getting Ready	08/31/2016	06/16/2017	\$0	Three staff members will be selected to implement writing tracker during the same period. These staff will be responsible for collecting and inputting data into a common file for analysis.
Opportunity to Implement	Teachers will have the opportunity to receive coaching through the use of classroom coaches who model the use of Tier II intervention strategies or tools with students in their classrooms.	Professional Learning	Tier 2	Getting Ready	08/31/2016	06/16/2017	\$0	All teaching staff will need professional development regarding MTSS.
Protocol/Processes	During professional learning community, group norms will be visible for all staff members and roles will be implemented to move the meeting time along. Protocol and processes will be established when discussing the process for data analysis.	Professional Learning	Tier 1	Implement	08/31/2016	06/16/2017	\$0	All staff will participate in professional learning communities and utilize protocol and processes for the meeting time.

**School Improvement Plan**

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Collaborative Meetings	Participate in collaborative meetings with other high school teachers in similar content areas within the district.	Professional Learning	Tier 1	Getting Ready	08/31/2016	06/16/2017	\$0	All staff will participate in professional learning communities and utilize collaborative meetings across the districts.
Classroom Instruction That Works	Teachers will use strategies from Classroom Instruction That Works in their classroom instruction to create the environment for learning, develop understanding, and extend and apply knowledge.	Direct Instruction	Tier 1	Implement	08/31/2016	06/16/2017	\$0	All staff will incorporate Classroom Instruction That Works within their teaching practices.
Academic Vocabulary	Increasing academic vocabulary by introducing 25 words over the course of the school year, including these words throughout daily instruction. Pre and post tests are given using Data Director.	Supplemental Materials	Tier 1	Implement	08/31/2016	06/16/2017	\$0	All staff will be required to give pre and post tests. All staff must incorporate the words in their instruction.