



# **School Improvement Plan**

**Niles Comm. Schools Adult Education**

**Niles Community 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?**

Our adult ed program is designed for older students that have a desire and/or need to complete their high school credential with the maximum flexibility. Many adults are finding that the need to complete secondary education in order to re-engage in the workplace as previous jobs are scarce, and new employers require this credential. Our students base is comprised of mostly lower SES, ages 16 and older. Our classes are open 4pm to 8pm Monday through Thurs. Online courses are available such as E2020, ITTS, and Aztec GED.

## **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 for Niles Community Schools:

Niles Community Students - Inspired locally to Excel globally

Mission Statement for Niles Community Schools:

Niles Community Schools provides dynamic learning experiences and innovative opportunities. We empower ALL to create, disseminate, discover, model, and apply knowledge in a diverse intellectual culture. We inspire leaders who challenge the present and enrich the future, striving for civic growth for our schools and community.

Vital Behaviors from 90/90/90 Schools

- A laser focus on student achievement
- Clear curriculum choices
- Frequent assessments and multiple opportunities for improvement
- An emphasis on nonfiction writing
- Collaborative scoring of student work

## **Notable Achievements and Areas of Improvement**

**Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.**

We have been designated as the state's Program of the Year, our director was Director of the year. We had 24 graduates and 31 GED recipients last year.

## **Additional Information**

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

Student Achievement is what we really want. We want all students to be:

- College and/or Career Ready
- Exceed our competitors
- Engaged in the learning every day

# **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 vary from idea to planning to implementation. However, stakeholders are engaged at all times with teachers, parents, community, administrators, and students all based on the needs of the plan and planning. Individuals who are involved are notified personally, email, phone, and letter. Individuals are self-selected through a means of communication and asking everyone to be involved.

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

The framing of all plans takes a large number of engaged and interested individuals. The framing of the school's improvement is based on good research and communication with the parents of the school and district. In a PLC (professional learning community) there is no individual role except with relationship to the facilitation of the process. Good communication is established through a means of creating a shared pool of meaning in a setting that allows for the interchange of ideas in a safe environment. Thus all stakeholder groups participate in the development of the 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 clarity of the school improvement happens on a regular basis with parent communication from leaders and teachers. This is also communicated at the district level with newsletters and a variety of focused and general information. This includes but is not limited to web sites, letters, newsletters, and Friday memos.

# 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?**

Enrollment has declined as the economy has improved. This is a typical cycle. The introduction of the 2014 GED also had a negative impact on enrollment.

### **Student Demographic Data**

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

Enrollment has declined as the economy has improved. This is a typical cycle. The introduction of the 2014 GED also had a negative impact on enrollment.

### **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?**

None. Very few behavior issues.

### **Student Demographic Data**

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

We have increased outreach personnel and efforts.

### **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?**

Experience and ability to communicate and relate with adult students is essential.

### **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?**

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Experience and ability to communicate and relate with adult students is essential for a positive impact.

### 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?**

None.

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

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

None.

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

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

None. Very difficult positions to fill.

## **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?**

NA

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

NA

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

NA

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

NA

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

All laws and regulations are followed.

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

Flexible hours and distance learning available for all adult ed students.

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

Available to all students.

## School Improvement Plan

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**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?**

The 2014 GED curriculum is aligned with Common Core. Michigan Merit Curriculum is followed for diploma students.

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

NA

## **Achievement/Outcome Data**

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

### **19a. Reading- Strengths**

Strengths vary greatly from 3rd through 12th grade ability. We provide remediation in all basic skill areas through online learning blended with direct teacher instruction.

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

Strengths vary greatly from 3rd through 12th grade ability. We provide remediation in all basic skill areas through online learning blended with direct teacher instruction.

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

Strengths vary greatly from 3rd through 12th grade ability. We provide remediation in all basic skill areas through online learning blended with direct teacher instruction.

### **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 SY 2016-2017**

**tiered instruction if appropriate.**

Strengths vary greatly from 3rd through 12th grade ability. We provide remediation in all basic skill areas through online learning blended with direct teacher instruction.

**20a. Writing- Strengths**

Strengths vary greatly from 3rd through 12th grade ability. We provide remediation in all basic skill areas through online learning blended with direct teacher instruction.

**20b. Writing- Challenges**

Strengths vary greatly from 3rd through 12th grade ability. We provide remediation in all basic skill areas through online learning blended with direct teacher instruction.

**20c. Writing- Trends**

Strengths vary greatly from 3rd through 12th grade ability. We provide remediation in all basic skill areas through online learning blended with direct teacher instruction.

**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.**

Strengths vary greatly from 3rd through 12th grade ability. We provide remediation in all basic skill areas through online learning blended with direct teacher instruction.

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### 21a. Math- Strengths

Strengths vary greatly from 3rd through 12th grade ability. We provide remediation in all basic skill areas through online learning blended with direct teacher instruction.

### 21b. Math- Challenges

Strengths vary greatly from 3rd through 12th grade ability. We provide remediation in all basic skill areas through online learning blended with direct teacher instruction.

### 21c. Math- Trends

Strengths and challenges vary greatly from 3rd through 12th grade ability. We provide remediation in all basic skill areas through online learning blended with direct teacher instruction.

### 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.**

Strengths and challenges vary greatly from 3rd through 12th grade ability. We provide remediation in all basic skill areas through online learning blended with direct teacher instruction.

### 22a. Science- Strengths

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Strengths and challenges vary greatly from 3rd through 12th grade ability. We provide remediation in all basic skill areas through online learning blended with direct teacher instruction.

### 22b. Science- Challenges

Strengths and challenges vary greatly from 3rd through 12th grade ability. We provide remediation in all basic skill areas through online learning blended with direct teacher instruction.

### 22c. Science- Trends

Strengths and challenges vary greatly from 3rd through 12th grade ability. We provide remediation in all basic skill areas through online learning blended with direct teacher instruction.

### 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.**

Strengths and challenges vary greatly from 3rd through 12th grade ability. We provide remediation in all basic skill areas through online learning blended with direct teacher instruction.

### 23a. Social Studies- Strengths

Strengths and challenges vary greatly from 3rd through 12th grade ability. We provide remediation in all basic skill areas through online learning blended with direct teacher instruction.

### 23b. Social Studies- Challenges

Strengths and challenges vary greatly from 3rd through 12th grade ability. We provide remediation in all basic skill areas through online learning blended with direct teacher instruction.

### 23c. Social Studies- Trends

Strengths and challenges vary greatly from 3rd through 12th grade ability. We provide remediation in all basic skill areas through online learning blended with direct teacher instruction.

**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.**

Strengths and challenges vary greatly from 3rd through 12th grade ability. We provide remediation in all basic skill areas through online learning blended with direct teacher instruction.

## **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?**

Our students are also adults and rate the the caring staff and flexibility of the program as very high for meeting their academic needs while coping with many life responsibilities and challenges. They also rate our teachers highly effective.

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

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

Our students are also adults and rate the the caring staff and flexibility of the program as very high for meeting their academic needs while coping with many life responsibilities and challenges. They also rate our teachers highly effective.

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

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

Our students are also adults and rate the the caring staff and flexibility of the program as very high for meeting their academic needs while coping with many life responsibilities and challenges. They also rate our teachers highly effective.

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

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

Our students are also adults and rate the the caring staff and flexibility of the program as very high for meeting their academic needs while coping with many life responsibilities and challenges. They also rate our teachers highly effective.

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

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

Our students are also adults and rate the the caring staff and flexibility of the program as very high for meeting their academic needs while

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coping with many life responsibilities and challenges. They also rate our teachers highly effective.

### 25c. Parent/Guardian Perception Data

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

Our students are also adults and rate the the caring staff and flexibility of the program as very high for meeting their academic needs while coping with many life responsibilities and challenges. They also rate our teachers highly effective.

### 26a. Teacher/Staff Perception Data

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

Teachers rate the quality of our work environment, teamwork and support as very high.

### 26b. Teacher/Staff Perception Data

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

Technology support.

### 26c. Teacher/Staff Perception Data

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

Eventual bond issue and move to different facility.

### 27a. Stakeholder/Community Perception Data

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

Overall success with GED and HSD achievement for adults.

### 27b. Stakeholder/Community Perception Data

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

none

**27c. Stakeholder/Community Perception Data**

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

We will continue to engage in continuous improvement efforts. We will become more integrated and collaborative with other college and career programs available in the area.

## **Summary**

### **28a. Summary**

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

Adaptation of effective instructional strategies to meet the 2014 GED standards will be ongoing. The next stage of development for Adult Education is greater integration and collaboration with other community service and college/career services available in the area. This will be done in cooperation with the state's rationalization efforts and coming WIOA legislation.

### **28b. Summary**

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

Adaptation of effective instructional strategies to meet the 2014 GED standards will be ongoing. The next stage of development for Adult Education is greater integration and collaboration with other community service and college/career services available in the area. This will be done in cooperation with the state's rationalization efforts and coming WIOA legislation.

### **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?**

Adaptation of effective instructional strategies to meet the 2014 GED standards will be ongoing. The next stage of development for Adult Education is greater integration and collaboration with other community service and college/career services available in the area. This will be done in cooperation with the state's rationalization efforts and coming WIOA legislation. The goal is to ensure that more adult ed students have access to continued training, college and careers to be able to earn family sustaining wages.

# 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.	Yes	Elsewhere in district	

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	<a href="http://nilesschools.schoolwires.net/site/default.aspx?PageID=1">http://nilesschools.schoolwires.net/site/default.aspx?PageID=1</a>	

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

Label	Assurance	Response	Comment	Attachment
4.	Our school reviews and annually updates the EDPs to ensure academic course work alignment.	No	N/A	

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		

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<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
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.	Yes		

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
8.	The institution has a School-Parent Compact. If yes, please attach the School-Parent Compact below.	No	N/A	

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

**2016-17**

## Overview

### Plan Name

2016-17

### 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	We will increase reading achievement for all students	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0
2	We will increase math achievement for all students	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0
3	We will increase science achievement for all students	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0
4	We will increase social studies achievement for all students	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0
5	We will increase writing achievement for all students	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0

## Goal 1: We will increase reading achievement for all students

### Measurable Objective 1:

A 10% increase of Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency of content standards in ELA in Reading by 06/05/2015 as measured by End of unit assessments.

### Strategy 1:

Culture - Language is culture. Culture is language. How people talk to each other, what they celebrate, how they build relationships with students is an important determinate of whether they are able to learn from their practice and improve what happens for children. People have to interact with each other in ways that are often at odds with the prevailing culture of schools for a difference in student achievement to take place.

Category:

Research Cited: Creating a Culture of Collegiality - Roland Barth

"The good schools in which I've worked and observed have replaced parallel play and adversarial relationships among adults with congenial and collegial relationships. Let me offer a few examples of what I have seen teachers and other school leaders do to create a culture of collegiality in their schools."

Marzano, Waters, and McNulty (2005) described the link among school culture, leadership, and student achievement. They stated, "Fostering school culture that indirectly affects student achievement is a strong theme within the literature on principal leadership" (p. 47). From their comprehensive meta-analysis of empirical studies of leadership and student achievement, they described the following key leadership behaviors: (a) promote cohesion among all staff, (b) promote a sense of well-being among all staff, (c) develop an understanding of purpose among all staff, and (d) develop a shared vision of what school should be like (p. 48). They concluded that each of these leader behaviors directly related to school culture and school culture related to student achievement.

Tier:

Activity - Posting student artifacts	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Posting student artifacts	Other			09/06/2016	06/09/2017	\$0	No Funding Required	Fonash

## Goal 2: We will increase math achievement for all students

### Measurable Objective 1:

A 10% increase of Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, Bottom 30%, 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 Demonstrate a proficiency in Mathematics by 06/05/2015 as measured by End of unit assessments.

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**Strategy 1:**

Culture - Language is culture. Culture is language. How people talk to each other, what they celebrate, how they build relationships with students is an important determinate of whether they are able to learn from their practice and improve what happens for children. People have to interact with each other in ways that are often at odds with the prevailing culture of schools for a difference in student achievement to take place.

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Tier:

Activity - posting student artifacts	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Posting student artifacts	Other			09/06/2016	06/09/2017	\$0	No Funding Required	Fonash

**Goal 3: We will increase science achievement for all students**

**Measurable Objective 1:**

A 10% increase of Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, Bottom 30%, 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 Demonstrate a proficiency in Science by 06/05/2015 as measured by End of unit assessments.

**Strategy 1:**

Culture - Language is culture. Culture is language. How people talk to each other, what they celebrate, how they build relationships with students is an important determinate of whether they are able to learn from their practice and improve what happens for children. People have to interact with each other in ways that are often at odds with the prevailing culture of schools for a difference in student achievement to take place.

Category:

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Research Cited: Creating a Culture of Collegiality - Roland Barth

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Tier:

Activity - Posting student artifacts	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Posting student artifacts	Other			09/08/2015	06/09/2017	\$0	No Funding Required	Fonash

## Goal 4: We will increase social studies achievement for all students

### Measurable Objective 1:

A 10% increase of Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency of content standards in Social Studies by 06/05/2015 as measured by End of unit assessments.

### Strategy 1:

Culture - Language is culture. Culture is language. How people talk to each other, what they celebrate, how they build relationships with students is an important determinate of whether they are able to learn from their practice and improve what happens for children. People have to interact with each other in ways that are often at odds with the prevailing culture of schools for a difference in student achievement to take place.

Category:

Research Cited: Creating a Culture of Collegiality - Roland Barth

"The good schools in which I've worked and observed have replaced parallel play and adversarial relationships among adults with congenial and collegial relationships. Let me offer a few examples of what I have seen teachers and other school leaders do to create a culture of collegiality in their schools."

Marzano, Waters, and McNulty (2005) described the link among school culture, leadership, and student achievement. They stated, "Fostering school culture that indirectly affects student achievement is a strong theme within the literature on principal leadership" (p. 47). From their comprehensive meta-analysis of empirical studies of leadership and student achievement, they described the following key leadership behaviors: (a) promote cohesion among all staff, (b) promote a sense of well-being among all staff, (c) develop an understanding of purpose among all staff, and (d) develop a shared vision of what school should be like (p. 48). They

**School Improvement Plan**

Niles Comm. Schools Adult Education

concluded that each of these leader behaviors directly related to school culture and school culture related to student achievement.

Tier:

Activity - Posting Student Artifacts	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Posting Student Artifacts	Other			09/08/2015	06/09/2017	\$0	No Funding Required	Fonash

**Goal 5: We will increase writing achievement for all students****Measurable Objective 1:**

A 10% increase of Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency of content standards in Writing by 06/05/2015 as measured by End of unit assessments.

**Strategy 1:**

Culture - Language is culture. Culture is language. How people talk to each other, what they celebrate, how they build relationships with students is an important determinate of whether they are able to learn from their practice and improve what happens for children. People have to interact with each other in ways that are often at odds with the prevailing culture of schools for a difference in student achievement to take place.

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Tier:

Activity - posting student artifacts	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
posting student artifacts	Other			09/08/2015	06/09/2017	\$0	No Funding Required	Fonash

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## 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
posting student artifacts	Posting student artifacts	Other			09/06/2016	06/09/2017	\$0	Fonash
posting student artifacts	posting student artifacts	Other			09/08/2015	06/09/2017	\$0	Fonash
Posting student artifacts	Posting student artifacts	Other			09/06/2016	06/09/2017	\$0	Fonash
Posting Student Artifacts	Posting Student Artifacts	Other			09/08/2015	06/09/2017	\$0	Fonash
Posting student artifacts	Posting student artifacts	Other			09/08/2015	06/09/2017	\$0	Fonash