



School Improvement Plan

Niles High School

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?

We are located in the southwest corner of Michigan, eight miles from the University of Notre Dame and less than a two-hour travel to downtown Chicago. The shores of Lake Michigan are about twenty-five minutes away. Within the ninety square miles of the district, we have a nice mix of urban, suburban, and rural settings. Diversity is one of our district's strengths with a student population of 20% African-American, 75% Caucasian, and around 5% Hispanic. Approximately 60% of our students are eligible for free and reduced lunch.

The district has almost 4,000 students. We are the largest district in our area and we offer more sports, more extracurricular activities, and more academic opportunities than any other district. The district is small enough to make personal attention to students a priority.

The 9th through 12th grade high school has 950 students and offers many Advanced Placement and online courses. Our high school has been recognized as a statewide leader in career pathways and models a program preparing students for the next level.

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 - Dynamic Learners * Diverse Opportunities * Driven to Succeed

Beliefs

- Education is essential for future success
- All children can learn and achieve their personal best
- Children learn in different ways at different paces
- Schools must be a safe and secure environment
- The partnership of our staff, parents and community is vital to the success of our learners
- High expectations are important for all stakeholders

Goal statements

- Student achievement -- We will improve student achievement and growth in all curricular areas
- Communications -- We will establish excellence in communication both internally and externally
- Finance/operations/facilities -- We will operate a transparent and fiscally responsible budget that allows the district to improve the educational environment
- Positive learning environment -- We will provide a safe, respectful and positive learning environment

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.

Niles High School is an award-winning comprehensive high school offering a wide variety of programs to meet every individual student need. College preparatory Advance Placement classes, Early College Academy, New Tech Entrepreneurial Academy, and the largest Career Tech Education program in Berrien County: NHS continues to provide the best educational opportunities the area has to offer.

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.

Research is much more complex than the frame of the question or the implications of how this is framed. 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?

Student enrollment is slightly decreasing.

Student Demographic Data

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

Student attendance is challenging for the at-risk population.

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?

Dealing with bullying on social media is a new challenge.

Student Demographic Data

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

Work through the issues with the following teams: Data teams, SAT Teams, Ad Team and Counseling Team.

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?

Little to none.

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?

Very little.

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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?

It should have little or no impact as there are 4 administrators in the building who can cover when someone is gone.

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?

For some teachers who had 20 or absences, this can have a huge impact on classroom management and loss of instructional time.

Teacher/School Leader(s) Demographic Data

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

Hold individuals accountable or place them on an IDP.

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?

Curriculum Alignment

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?

Student involvement in the assessment process.

12. How might these challenges impact student achievement?

Lack of understanding.

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.

Involve students in the assessment process.

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

We offer these options during school, during the summer and after school.

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

They are available to grades 9-12 everyday after school, and in the summer, in all academic areas.

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

Data is used to identify the students and parents are notified by letters mailed home.

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?

Data team meetings, lesson plans, and classroom observations.

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

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

77.5% of students showed growth in one year.

19b. Reading- Challenges

To have 100% of our students make growth in a year.

19c. Reading- Trends

Data shows an upward trend.

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.

NA

20a. Writing- Strengths

79.4% of students show growth in ELA.

20b. Writing- Challenges

To have 100% of students make growth in one year in writing.

20c. Writing- Trends

We are making gains in this area.

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.

Collins writing is making a difference.

21a. Math- Strengths

72.5% of students made growth in one year.

21b. Math- Challenges

To have 100% of students make growth in one year.

21c. Math- Trends

Math is not making as much gain as the other core areas are.

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

22a. Science- Strengths

70.6% of students made growth in one year.

22b. Science- Challenges

To have 100% of student make growth in a year.

22c. Science- Trends

Science is making gains each year.

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.

NA

23a. Social Studies- Strengths

If we tie social studies in with reading, 77.5% of our students made growth in one year.

23b. Social Studies- Challenges

To get 100% of our students to make growth in one year.

23c. Social Studies- Trends

We are making gains each year.

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

Perception Data

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

24a. Student Perception Data

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

Science

24b. Student Perception Data

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

Math

24c. Student Perception Data

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

Implementing Academic Labs this next year.

25a. Parent/Guardian Perception Data

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

Same as students.

25b. Parent/Guardian Perception Data

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

Same as students

25c. Parent/Guardian Perception Data

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

Implementing Academic Labs this year.

26a. Teacher/Staff Perception Data

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

Same as parents and students.

26b. Teacher/Staff Perception Data

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

Same as parents and students

26c. Teacher/Staff Perception Data

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

Implementing academic labs this next year.

27a. Stakeholder/Community Perception Data

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

Same as staff.

27b. Stakeholder/Community Perception Data

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

Same as staff.

27c. Stakeholder/Community Perception Data

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

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Implementing Academic Labs this next year

Summary

28a. Summary

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

Strengths are curriculum alignment and the challenges are involving students in the process of developing self assessments.

28b. Summary

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

It may keep us from getting 100% of our students to make growth in the core content areas.

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?

We will be implementing Academic Labs and SLO's this next year.

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		

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	Our focused work with Data Teams, Collins Writing, Professional Learning Communities, and addressing the issue of culture along with improving the instructional capacity of our teachers and leaders is attributable to closing the achievement gap. It is the use of data from NWEA, formative assessments, and state assessments i the Data Team process that provide us the knowledge of the factors that made a positive impact on student achievement.	

Label	Assurance	Response	Comment	Attachment
3.	Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.	Yes		

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

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

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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		

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.	Yes		

Label	Assurance	Response	Comment	Attachment
8.	The institution has a School-Parent Compact. If yes, please attach the School-Parent Compact below.	Yes		NHS Parent Compact.doc

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

School Improvement Plan 2016-2017

Overview

Plan Name

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	All students at Niles High School will become proficient in writing.	Objectives: 1 Strategies: 3 Activities: 3	Academic	\$43000
2	All students at Niles High School will become proficient readers.	Objectives: 1 Strategies: 3 Activities: 3	Academic	\$6000
3	All students at Niles High School will become proficient in math.	Objectives: 1 Strategies: 4 Activities: 4	Academic	\$6000
4	All students at Niles High School will become proficient in science.	Objectives: 1 Strategies: 1 Activities: 2	Academic	\$0
5	All students at Niles High School will become proficient in social studies.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0
6	All students at Niles High School will become college and career ready.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$3000
7	All teachers will become proficient in the Marzano Instructional Framework model.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0

Goal 1: All students at Niles High School will become proficient in writing.

Measurable Objective 1:

65% of Economically Disadvantaged students will achieve college and career readiness benchmarks in English Language Arts by 06/01/2017 as measured by PSAT/SAT.

Strategy 1:

Collins Writing - Teachers will complete professional development in the Collins Writing process. Every teacher, core and non-core, will implement Collins Writing into their weekly lesson plans.

Category:

Research Cited: Collins Education Associates has published a series of books that support writing across the curriculum.

Tier:

Activity - Professional Development in Collins Writing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
New teachers will be trained in the Collins Writing approach and will implement the work in the classroom.	Professional Learning			09/03/2012	06/01/2017	\$40000	Title II Part A	Director of Instruction Building Principals

Strategy 2:

Connections - The at-risk and special education students will be placed into the Connections for additional academic support. Connections will take the place of one of their electives.

Category: Learning Support Systems

Tier: Tier 2

Activity - Connections	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
To help at risk learners at NHS to develop the growth mindsets and self-regulation skill sets they need to become successful learners in school and self sufficient adults beyond the school.	Academic Support Program	Tier 2	Implement	09/03/2015	06/01/2017	\$0	Title II Part A	Principal and Teachers

Strategy 3:

Student Learning Objectives - Teachers will implement SLO's on an annual basis.

Category:

Tier: Tier 2

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Activity - Student Learning Objectives	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will incorporate SLO's on an annual basis.	Academic Support Program	Tier 2	Implement	09/03/2015	06/01/2017	\$3000	Title II Part A	Principal & Teachers

Goal 2: All students at Niles High School will become proficient readers.**Measurable Objective 1:**

65% of Economically Disadvantaged students will achieve college and career readiness benchmarks in Reading by 06/01/2017 as measured by PSAT/SAT.

Strategy 1:

Data Teams - Data Teams will meet regularly to review reading data and assign additional strategies specifically designed to meet the students' individual needs.

Category:

Tier:

Activity - Data Team Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Data Teams will develop formative assessments for each unit.	Professional Learning			08/27/2013	06/01/2017	\$0	No Funding Required	Administrators, Data Team Leaders, Teachers

Strategy 2:

Connections - The at-risk and special education students will be placed into the Connections for additional academic support. Connections will take the place of one of their electives.

Category: Learning Support Systems

Tier: Tier 2

Activity - Connections	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
To help at risk learners at NHS to develop the growth mindsets and self-regulation skill sets they need to become successful learners in school and self sufficient adults beyond the school.	Academic Support Program	Tier 2	Getting Ready	09/03/2015	06/01/2017	\$3000	Title II Part A	Principal and Teachers

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Strategy 3:

Student Learning Objectives - Teachers will implement SLO's on an annual basis.

Category:

Tier: Tier 2

Activity - Student Learning Objectives	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will incorporate SLO's on an annual basis.	Academic Support Program	Tier 2	Implement	09/03/2015	06/01/2017	\$3000	Title II Part A	Principal and Teachers

Goal 3: All students at Niles High School will become proficient in math.**Measurable Objective 1:**

65% of Economically Disadvantaged students will achieve college and career readiness benchmarks in Mathematics by 06/01/2017 as measured by PSAT/SAT.

Strategy 1:

Data Teams - Data Teams will meet regularly to review math data and assign additional strategies specifically designed to meet the students' individual needs.

Category:

Research Cited: Based on the work of Dr. Douglas Reeves and the Leadership and Learning Center.

Tier:

Activity - Data Team Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Data Teams will develop formative assessments for each unit.	Professional Learning			08/26/2013	06/01/2017	\$0	No Funding Required	Administrators, Data Team Leaders, Teachers

Strategy 2:

Connections - The at-risk and special education students will be placed into the Connections for additional academic support. Connections will take the place of one of their electives.

Category: Learning Support Systems

Tier: Tier 2

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Activity - Connections	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
To help at risk learners at NHS to develop the growth mindsets and self-regulation skill sets they need to become successful learners in school and self sufficient adults beyond the school.	Academic Support Program	Tier 2	Implement	09/03/2015	06/01/2017	\$3000	Title I Schoolwide	Principal and Teachers

Strategy 3:

Student Learning Objectives - Teachers will implement SLO's on an annual basis.

Category:

Tier: Tier 2

Activity - Student Learning Objectives	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will implement SLO's on an annual basis.	Academic Support Program	Tier 2		09/03/2015	06/01/2017	\$3000	Title II Part A	Principal and Teachers

Strategy 4:

High Quality Mathematics Instruction (SMII) - Secondary Mathematics teachers will participate in and collaborate through sustained, supportive training in the implementation of the Problem-Driven Community of Mathematical Learners Framework provided by the local RESA.

Category: Mathematics

Research Cited: Anhalt, C.O. & Cortez, R. (2015). Mathematical modeling: A structured process. *The Mathematics Teacher*, 108(6), 446-452.

Tier: Tier 1

Activity - SMII Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All Secondary Mathematics teachers will attend the Secondary Mathematics Instructional Institute (SMII), a professional learning opportunity offered by the local RESA. The training will consist of a 4-day August Academy on August 15-18, 2016 and 4 sustained support days throughout the school year.	Professional Learning	Tier 1	Getting Ready	07/01/2016	06/30/2017	\$0	Title II Part A	Curriculum Director, Principal, Teachers

Goal 4: All students at Niles High School will become proficient in science.

Measurable Objective 1:

65% of Economically Disadvantaged students will achieve college and career readiness benchmarks in Science by 06/01/2017 as measured by PSAT/SAT.

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Strategy 1:

Data Teams - Data Teams will meet regularly to review science data and assign additional strategies specifically designed to meet the students' individual needs.

Category:

Research Cited: Based on the work of Dr. Douglas Reeves and the Leadership and Learning Center.

Tier:

Activity - Data Team Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Data Teams will develop formative assessments for each unit.	Professional Learning			08/26/2013	06/05/2015	\$0	No Funding Required	Administrators, Data Team Leaders, Teachers

Activity - Unpacking Science Standards	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All science teachers will work with BRESA math consultant to learn how to unwrap the new MI science standards.	Professional Learning, Teacher Collaboration	Tier 1	Implement	08/30/2016	06/09/2017	\$0	Title II Part A	Curriculum director, all science teachers, BRESA math consultant

Goal 5: All students at Niles High School will become proficient in social studies.

Measurable Objective 1:

65% of Economically Disadvantaged students will achieve college and career readiness benchmarks in Social Studies by 06/01/2017 as measured by PSAT/SAT.

Strategy 1:

Data Teams - Data Teams will meet regularly to review social studies data and assign additional strategies specifically designed to meet the students' individual needs.

Category:

Research Cited: Based on the work of Dr. Douglas Reeves and the Leadership and Learning Center.

Tier:

Activity - Data Team Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Data Teams will develop formative assessments for each unit.	Professional Learning			08/26/2013	06/05/2015	\$0	No Funding Required	Administrators, Data Team Leaders, Teachers
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Goal 6: All students at Niles High School will become college and career ready.

Measurable Objective 1:

100% of Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will achieve college and career readiness benchmarks in Practical Living by 06/01/2017 as measured by PSAT/SAT.

Strategy 1:

SAT Testing Strategies - To help prepare our students for taking the SAT test.

Category:

Tier: Tier 1

Activity - SAT Testing Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will prepare students for taking the SAT.	Academic Support Program	Tier 1		09/03/2015	06/01/2017	\$3000	Title II Part A	Principal and Teachers

Goal 7: All teachers will become proficient in the Marzano Instructional Framework model.

Measurable Objective 1:

demonstrate a proficiency in implementing Marzano high probability instructional strategies by 05/19/2017 as measured by administrator observation, self-observation, and peer observation.

Strategy 1:

Introduction to the Framework - Teachers will begin to practice using instructional elements outlined in Marzano's Learning Map.

Category: Other - Instructional Strategies

Research Cited: The Marzano Teacher Evaluation Model is based on a number of previous, related works, including What Works in Schools (Marzano, 2003), Classroom Instruction That Works (Marzano, Pickering, & Pollock, 2001) Classroom Management That Works (Marzano, Pickering, & Marzano, 2003), Classroom Assessment and Grading That Work (Marzano, 2006), The Art and Science of Teaching (Marzano, 2007), and Effective Supervision: Supporting the Art and Science of

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Teaching (Marzano, Frontier, & Livingston, 2011). Each of these works was generated from a synthesis of the research and theory. Thus, the model can be considered an aggregation of the research on those elements that have traditionally been shown to correlate with student academic achievement.

Tier: Tier 1

Activity - Introduction to the Framework	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Training by Marzano trainers at teacher professional development days	Getting Ready, Professional Learning, Evaluation, Teacher Collaboration, Direct Instruction	Tier 1	Getting Ready	08/29/2016	06/01/2017	\$0	Title II Part A	Curriculum directors, building principals, and Marzano Pilot Program leaders

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Connections	To help at risk learners at NHS to develop the growth mindsets and self-regulation skill sets they need to become successful learners in school and self sufficient adults beyond the school.	Academic Support Program	Tier 2	Implement	09/03/2015	06/01/2017	\$3000	Principal and Teachers

Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Introduction to the Framework	Training by Marzano trainers at teacher professional development days	Getting Ready, Professional Learning, Evaluation, Teacher Collaboration, Direct Instruction	Tier 1	Getting Ready	08/29/2016	06/01/2017	\$0	Curriculum directors, building principals, and Marzano Pilot Program leaders
Unpacking Science Standards	All science teachers will work with BRESA math consultant to learn how to unwrap the new MI science standards.	Professional Learning, Teacher Collaboration	Tier 1	Implement	08/30/2016	06/09/2017	\$0	Curriculum director, all science teachers, BRESA math consultant
Student Learning Objectives	Teachers will incorporate SLO's on an annual basis.	Academic Support Program	Tier 2	Implement	09/03/2015	06/01/2017	\$3000	Principal & Teachers
Connections	To help at risk learners at NHS to develop the growth mindsets and self-regulation skill sets they need to become successful learners in school and self sufficient adults beyond the school.	Academic Support Program	Tier 2	Implement	09/03/2015	06/01/2017	\$0	Principal and Teachers

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SMII Training	All Secondary Mathematics teachers will attend the Secondary Mathematics Instructional Institute (SMII), a professional learning opportunity offered by the local RESA. The training will consist of a 4-day August Academy on August 15-18, 2016 and 4 sustained support days throughout the school year.	Professional Learning	Tier 1	Getting Ready	07/01/2016	06/30/2017	\$0	Curriculum Director, Principal, Teachers
SAT Testing Strategies	Teachers will prepare students for taking the SAT.	Academic Support Program	Tier 1		09/03/2015	06/01/2017	\$3000	Principal and Teachers
Student Learning Objectives	Teachers will incorporate SLO's on an annual basis.	Academic Support Program	Tier 2	Implement	09/03/2015	06/01/2017	\$3000	Principal and Teachers
Connections	To help at risk learners at NHS to develop the growth mindsets and self-regulation skill sets they need to become successful learners in school and self sufficient adults beyond the school.	Academic Support Program	Tier 2	Getting Ready	09/03/2015	06/01/2017	\$3000	Principal and Teachers
Professional Development in Collins Writing	New teachers will be trained in the Collins Writing approach and will implement the work in the classroom.	Professional Learning			09/03/2012	06/01/2017	\$40000	Director of Instruction Building Principals
Student Learning Objectives	Teachers will implement SLO's on an annual basis.	Academic Support Program	Tier 2		09/03/2015	06/01/2017	\$3000	Principal and Teachers

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Data Team Meetings	Data Teams will develop formative assessments for each unit.	Professional Learning			08/26/2013	06/05/2015	\$0	Administrators, Data Team Leaders, Teachers
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Data Team Meetings	Data Teams will develop formative assessments for each unit.	Professional Learning			08/26/2013	06/05/2015	\$0	Administrators, Data Team Leaders, Teachers

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Data Team Meetings	Data Teams will develop formative assessments for each unit.	Professional Learning			08/27/2013	06/01/2017	\$0	Administrators, Data Team Leaders, Teachers
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