



School Improvement Plan

Ashley High School

Ashley 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?

Ashley High school has about 100 students. There are 6 teachers to work with grades 9-12. The school district of Ashley covers approximately 58 square miles and includes property in both Gratiot and Saginaw counties. Ashley is a bedroom community with virtually no industrial tax base. Many Ashley residents travel to nearby cities or to Lansing to work in automobile assembly or automotive related work centers. The tax base does consist primarily of agricultural activities, most of it farming, State game area, and small businesses. Over the last three years, the enrollment has slightly declined. Families have continued to need to move away from the district to find valid employment. The school has lost in-district students to other districts due programs not offered in Ashley. To attract students from other districts and to bring back students, the school continues to find ways to improve instruction to meet each student at an individual level. With a smaller atmosphere, staff members are able to ensure all students are supported fully. We have primarily Caucasian students with over 50% of the students being free and reduced. One staff member has close to 16 years experience at Ashley High School. One staff member has close to 11 years of experience, three staff members have between 5-9 years experience and one staff member is coming into their first year in the district. The school and district is very small in comparison to most. With this, the school is extremely close and both students and staff look out for others. This enables a positive "family" environment. This is can also be a challenge. Staff are forced to wear many hats and some programs are not able to be offered because of limited resources.

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

Ashley High School, with support from parents and community members, will become the school of choice for all students in central Michigan. This will be accomplished through a dedication to excellence, a consistent and sustained process of improvement, and through continued support from the community and regional educational support agencies.

Mission Statement

By motivating those involved in the educational process, we will actively engage in Ashley Schools' scholastic, academic and community efforts to enhance the social, emotional, physical and intellectual well being of our students and community. Through communications and the learning process, we will encourage a healthy respect for the responsibilities involved in citizenship and develop the maximum potential of each individual.

Beliefs Statement

We at Ashley High School believe that all students can learn. Given this, and given that we refuse to give up on any student for any reason, believe that it is our solemn duty to mold all of our students into productive members of our society. To this end, we believe an emphasis on the basics, reading, writing, and arithmetic is essential, as well as creating an educational environment that is rooted in personal responsibility and empathy for others.

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.

The Ashley High School staff has been working on curriculum and analyzing data to determine what objectives need to be retaught to provide a strong foundation for future achievement. In November 2011, Ashley Community Schools was recognized as a State Academic Champion in two areas by Bridge Magazine. Ashley High School received a green score rating for the 2013-14 school year from the Michigan Department of Education Accountability Score card.

Over the next three years Ashley High School will implement techniques and strategies to assist students in obtaining higher achievement scores. It is the focus of the High School to address reading, writing and math strategies. Over the next, three years, we anticipate student achievement to climb.

Additional Information

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

Ashley High School has a extraordinary staff that works diligently to ensure all students are fully supported. The small atmosphere allows for effective communication among all stakeholders. This communication ensures that the staff truly "know" their students and needs accordingly. The staff at Ashley High School recognizes the positive impact healthy learning relationships have on academic achievement.

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.

The process of engaging our stakeholders is vital to Ashley High School 's continuing growth and development. Therefore, information regarding the focus of the school improvement meetings was sent home. Stakeholders were invited and encouraged to contact the school administrators, at which time roles were discussed. Meetings were held to accommodate stakeholders schedules.

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

The stakeholders who participated were parents, administrators, teachers and small business owners in the area. Individuals were encouraged to express ideas, thoughts and concerns to help with the implementation of goals and objectives to improve the school.

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 plan will be posted on the Ashley Community School website, presented at parent meetings and teachers will continue to review and implement goals.

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, challenges, and directions for improvement based on an analysis of data and responses to a series of data related questions. This data collection and analysis process includes the identification of content area achievement gaps and reflections on causation. Please note that questions related to gaps and causes for a gap are marked with an asterisk (*). This diagnostic represents the various types of student data that should be continuously collected, reviewed, and analyzed in conjunction with other local school data. Completion of the SDA is required.

Student Enrollment Data

How do student enrollment trends affect staffing?

Ashley High School needs to continue to address the concerns that are causing students to leave the district. Moreover, we need to find ways to attract students to our area and school district.

How do student enrollment trends affect staff recruitment?

Ashley High School staff members demonstrate loyalty and remain with the district throughout their career. This loyalty is extended to new staff members. Current staff members serve as mentors to new teachers and enfold them into the school culture. New staff members quickly become acclimated to Ashley High School and are part of the fabric of the school community. Recruitment has been somewhat challenging area for Ashley High School. For the most recent open positions, Ashley was looking for very specific certifications, thus making the applicant pool small. Although, applicant interest came from a vast region. The individual hired for this position had embraced the welcoming atmosphere.

How do student enrollment trends affect budget?

Like many other Michigan schools, budget impacts access to resources and materials. However, personnel is the greatest resource for Ashley High School students. With dedicated teachers, support staff members, and the school principal, budget challenges are mitigated.

How do student enrollment trends affect resource allocations?

Aside from personnel costs, Ashley High School receives limited allocations for supplies and materials. However, staff members are quite resourceful in acquiring grant funds to implement classroom enhancements. Supportive parent and community groups also work to provide additional revenues for classroom teachers to use to enrich the High School program.

How do student enrollment trends affect facility planning and maintenance?

Ashley High School has adequate space for serving students. The building easily houses the number of students and staff members.

How do student enrollment trends affect parent/guardian involvement?

Ashley High School sustains a rich family involvement environment. Due to its small size, communication with families and parents is conducted regularly. Parents and guardians involved in the school enjoy the invitational atmosphere.

How do student enrollment trends affect professional learning and/or public relations?

The Ashley High School staff members focus on their professional learning. It is the goal and objective of personnel to ensure that all students are achieving. It is through identified professional learning that Ashley High School continues implementing research based best practices.

What are the challenges you noticed based on the student enrollment data?

Total enrollment for Ashley High School and the entire school district remains a concern. However, it is through the dedicated service of Ashley High School to students and their families that enrollment will remain steady for grades 9-12. During the 2013-14 school year Ashley High School saw a slight increase in enrollment.

What action(s) will be taken to address these challenges?

Ashley High School staff members will focus on improving communication with parents and family members. The is with open communication we anticipate to provide a strong system of support for all students. Additionally, the staff and administration will continue to research reasons for enrollment changes.

What are the challenges you noticed based on student attendance?

Due to the relatively small class sizes at Ashley High School, when students begin to indicate a pattern of erratic attendance, families are quickly contacted.

What action(s) will be taken to address these challenges?

Ashley High School needs to continue the essential habit of communicating with and educating parents/guardians. School attendance has a direct correlation to student achievement and success.

Student Achievement Data for All Students

This area includes data questions.

Which content area(s) indicate the highest levels of student achievement?

Ashley High School students have demonstrated high levels of achievement in the area of Social Studies based on the annual MME test. In 2012-2013 testing group obtained 6% higher than the state average. During the 2013-2014 school year our 9th grade students tested 7.7% higher than the state average on the Social Studies test.

Which content area(s) show a positive trend in performance?

Ashley High School students have demonstrated skills below the state average in Reading, Writing and Science. Although, the school has seen a positive trend toward meeting the state's average in these curricular areas based upon the states annual MME Test.

In which content area(s) is student achievement above the state targets of performance?

Ashley High School Students have performed above the states targets of performance in the areas of Reading and Writing.

What trends do you notice among the top 30% percent of students in each content area?

Due to the small student numbers and honoring the rights of privacy supported by FERPA publicly analyzing the top 30% of students may lead to FERPA violations. This data will be analyzed by staff members internally.

What factors or causes contributed to improved student achievement?

It is difficult to identify specific causes due to the small number of students in each group tested. However, staff members analyze student achievement data to determine instructional strengths and needs.

How do you know the factors made a positive impact on student achievement?

Again, the small numbers of students tested it is difficult to determine if there has been a positive impact on student achievement. However, data across time has reflected a positive trend.

Which content area(s) indicate the lowest levels of student achievement?

Ashley High Schools lowest level of achievement is in the area of mathematics. However, the small number of students tested has a significant impact on students achievement results. Additionally, student achievement in this area has improved over the past four years.

Which content area(s) show a negative trend in achievement?

Ashley High School has determined mathematics as the lowest achieving curricular area as identified by the states annual MME testing. Ashley High School mathematics teachers are implementing strategies to change this trend.

In which content area(s) is student achievement below the state targets of performance?

Ashley High School students have been making a positive trend toward meeting the state targets. The curricular areas identified in the 2012-2013 testing window that were below the state performance is Reading, Science and Writing. However, it should be noted that Reading improved by 20% in a year, Writing improved by 10% and Science improved by 10%. Ashley High School teachers are working diligently to continue this positive trend.

In the 2013-14 testing window the curricular areas below the state targets were Math, Reading, Science and Social Studies. Although, it should be noted in the area of Science improved 17% and Reading improved 14% from the 2012-2013 testing period.

What trends do you notice among the bottom 30% of students in each content area?

Due to the small student numbers and honoring the rights of privacy supported by FERPA publicly analyzing the top 30% of students may lead to FERPA violations. This data will be analyzed by staff members internally.

What factors or causes contributed to the decline in student achievement?

Again, the small numbers of students tested it is difficult to determine if there has been a negative impact on student achievement. As each student's achievement is weighted between 5-10% depending on the number of students tested.

How do you know the factors made a negative impact on student achievement?

Considering the size of the district, it is difficult to determine if the changing of staff had a direct impact on student achievement. Additionally, the class size significantly influences the percentage of the student achievement data, as evident by students achievement counting between 5-10% depending on the class size.

What action(s) could be taken to address achievement challenges?

The opportunity to collaborate while analyzing student achievement data.

Subgroup Student Achievement

Statement or Question:Which subgroup(s) show a trend toward increasing overall performance?

Response:

- None

Statement or Question:For which subgroup(s) is the achievement gap closing?*

Response:

- None

In what content areas is the achievement gap closing for these subgroups?*

Due to the small numbers and group of students scoring proficient and non-proficient there isn't a gap between the groups.

How do you know the achievement gap is closing?*

Due to the small numbers and group of students scoring proficient and non-proficient there isn't a gap between the groups.

What other data support the findings?

Due to the small number of students assessed, based on the FERPA regulations it would be a violation to publicly address this data. However, staff members analyze the data to determine the needs of the students.

What factors or causes contributed to the gap closing? (Internal and External)*

Due to the small numbers and groups of students being assessed it is important for teachers to analyze and build a relationship with the students to determine the internal and external factors impacting their achievement.

How do you know the factors made a positive impact on student achievement?

Due to the small numbers and group of students it is difficult to identify factors impacting positive student achievement. It is important for staff members to assess students through formative and summative assessments to determine factors that will impact students positively.

What actions could be taken to continue this positive trend?

Through professional development and collaboration, teachers will be able to identify strategies and activities that will positively impact student achievement.

Statement or Question:Which subgroup(s) show a trend toward decreasing overall performance?

Response:

- None

Statement or Question:For which subgroup(s) is the achievement gap becoming greater?*

Response:

- None

In what content areas is the achievement gap greater for these subgroups?*

Due to the small numbers and group of students scoring proficient and non-proficient there isn't a gap between the groups. Additionally, due to the small number of students it would be a FERPA violation to publicly analyze this information. Therefore, staff analyzes the information to determine the needs of the students.

How do you know the achievement gap is becoming greater?*

Due to the small numbers and group of students scoring proficient and non-proficient there isn't a gap between the groups. Additionally, due to the small number of students it would be a FERPA violation to publicly analyze this information. Therefore, staff analyzes the information to determine the needs of the students

What other data support the findings?*

Due to the small numbers and group of students scoring proficient and non-proficient there isn't a gap between the groups. Additionally, due to the small number of students it would be a FERPA violation to publicly analyze this information. Therefore, staff analyzes the information to determine the needs of the students

What factors or causes contributed to the gap increasing? (Internal and External)*

Due to the small numbers and group of students scoring proficient and non-proficient there isn't a gap between the groups. Additionally, due to the small number of students it would be a FERPA violation to publicly analyze this information. Therefore, staff analyzes the information to determine the needs of the students

How do you know the factors lead to the gap increasing?*

Due to the small numbers and group of students scoring proficient and non-proficient there isn't a gap between the groups. Additionally, due to the small number of students it would be a FERPA violation to publicly analyze this information. Therefore, staff analyzes the information to determine the needs of the students. In addition, due to the small number of students tested the student achievement can fluctuate as the weight of the students results can be 5-10% based upon the number of students in the class.

What actions could be taken to close the achievement gap for these students?*

Ashley High School Teachers are continually assessing students through formative and summative assessments to determine their needs. In addition, teachers are analyzing the student achievement data annually.

How is each of the English Language Learners (ELLs) demographics achieving in comparison to the school aggregate?

Ashley High School has zero students identified as English Language Learners.

How do you ensure that students with disabilities have access to the full array of intervention programs (Title 1, Title III, Section 31a, credit recovery programs, after-school programs, etc.)?

Students with IEPs are guaranteed equal access to school supported intervention programs. These programs are shared with parents during formal IEP sessions and via other information disseminated to other students and parents.

How are students designated 'at risk of failing' identified for support services?

Ashley High School implements a STAT process. Teachers meet to discuss students that are experiencing challenges. Parents are included in this team problem solving model.

What Extended Learning Opportunities are available for students (all grade configurations respond)?

Programs that Ashley High School has implemented extend the learning for all students. These programs include Education 2020, Career Technical Education, Dual Enrollment and an English and American History AP course.

Label	Question	Value
	What percentages of students participate in Extended Learning Opportunities, either for additional support or increased challenge?	38.0

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What is the school doing to inform students and parents of Extended Learning Opportunities?

Students and parents are informed of the extended learning opportunities via newsletters, emails, website and verbal communication.

Label	Question	Value
	What is the total FTE count of teachers in your school?	6.5

Label	Question	Value
	How many teachers have been teaching 0-3 years?	1.0

Label	Question	Value
	How many teachers have been teaching 4-8 years?	2.0

Label	Question	Value
	How many teachers have been teaching 9-15 years?	3.0

Label	Question	Value
	How many teachers have been teaching >15 years?	1.0

What impact might this data have on student achievement?

It is our belief, as the teachers continue to teach in the district, the knowledge and culture of our students will grow and develop. Therefore, we anticipate to see an increase in student achievement.

Label	Question	Value
	Indicate the total number of days for teacher absences due to professional learning or professional meetings.	6.0

Label	Question	Value
	Indicate the total number of days for teacher absences due to illness.	44.0

What impact might this data have on student achievement?

As teachers attend professional development to reinforce and implement new teaching strategies we would anticipate an increase in student achievement. The implementation of various strategies will allow teachers to reach more students learning styles. However, as we know as teachers miss days of school the consistency of instruction is impacted.

Perception Data - Students

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

Students feel they are in a safe, caring and supported environment.

Which area(s) show a positive trend toward increasing student satisfaction?

Ashley High School students feel the school respects the students. Additionally, the school has the best intentions for the students.

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

Although students feel they are supported at Ashley High School, they feel they can be better supported as individuals.

Which area(s) show a trend toward decreasing student satisfaction?

The students at Ashley High School feel they could be better supported during their post secondary endeavors. Therefore, Ashley has implemented a program to assist students with this transition.

What are possible causes for the patterns you have identified in student perception data?

High School students go through a variety of transitions in their adolescent life. Additionally, students of this age group tend to have more interaction with their "educational" family thus, requiring more support.

What actions will be taken to improve student satisfaction in the lowest areas?

Ashley High School has been avid about informing students, parents and community members about various opportunities. Therefore, allowing the student to make informed decisions and reflect on his/her accomplishments and establish further goals.

Perception Data – Parents/Guardians

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

The parents believe their student is attending a safe, caring and supporting educational environment.

Which area(s) show a trend toward increasing parents/guardian satisfaction?

The parents feel the students are supported throughout their high school experience.

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

Although parents want more options for their students, they realize all Michigan school districts are on a limited budget due to the financial issues of the State of Michigan. However, Ashley schools has been successful in adhering to the needs of individual students. Parents appreciate the opportunity to provide feedback which can result in more opportunities for students at Ashley.

Which area(s) show a trend toward decreasing parents/guardian satisfaction?

Some parents feel that some courses need to be more challenging. The staff at Ashley High School is always looking for better ways to improve and continue to raise the level of rigor in all classes to meet this need.

What are possible causes for the patterns you have identified in parent/guardian perception data?

The size of the school enhances the ability of teachers and parents to have the relationship needed to provide the ultimate success for the student.

What actions will be taken to increase parent/guardian satisfaction in the lowest areas?

Parents have been encouraged to communicate to the administration with any suggestions to improve the quality of our school. Additionally, the school uses various media to continue the communication between the school and its stakeholders.

Perception Data – Teachers/Staff

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

The school is a safe, caring and supportive environment where students are given ample opportunity to excel. The staff at Ashley High School provides students with a wide variety of learning abilities to be continually challenged academically.

Which area(s) show a trend toward increasing teacher/staff satisfaction?

The staff at Ashley High School continues to assess the curriculum, thus determining the content area needing to be aligned.

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

The staff would like to see continuation of more collaboration and better communication between staff and the administration. There was improvement in this area over the previous year.

Which area(s) show a trend toward decreasing teacher/staff satisfaction?

The High School staff would like to see better communication between staff and administration.

What are possible causes for the patterns you have identified in staff perception data?

As with any school culture, it is unique to the individual school district and school building. Therefore, as changes in staffing and administration occur there can be a breakdown in communication. However, this issue continues to improve as the school culture is learned.

Other

How does your school use the MiPHY online survey health risk behavior results to improve student learning? (Enter N/A if you have not completed the MiPHY survey.)

The High School staff has analyzed the results of the MiPHY survey. This has allowed insight to the issues our teenagers are struggling with, thus allowing staff to be sensitive to the needs of our students. Additionally, this allows for adjustments in the curriculum to assist educating our student body.

Describe how decisions about curriculum, instruction and assessment are made at this school and which stakeholders are involved in the process.

The teaching staff works collaboratively to provide a seamless transition for students between grade levels. This allows teachers to provide continued support to students, parents and colleagues. The administration has provided a common preparation period to facilitate this process.

What evidence do you have to indicate the extent to which the standards are being implemented?

The teachers are working on implementing the Common Core State Standards. However, the teachers are awaiting the decisions from the state as to direction needed to take for our students. This information has been discussed in various staff meetings and professional development arenas.

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
	Literacy and math are tested annually in grades 1-5.	Yes		

Label	Assurance	Response	Comment	Attachment
	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	www.ashleyschools.net	

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

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

Label	Assurance	Response	Comment	Attachment
	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
	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	Tim Hughes, Superintendent Ashley Community Schools 104 New St Ashley, MI 48806 989-847-4000	

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Label	Assurance	Response	Comment	Attachment
	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		Parent Involvement Policy

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

Label	Assurance	Response	Comment	Attachment
	The School has additional information necessary to support your improvement plan (optional).	Yes	Please see our Goals and Objectives	

2013-2015 Ashley High School SIP

Overview

Plan Name

2013-2015 Ashley High School SIP

Plan Description

Plan for school Improvement

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 Ashley High School students will be career and college ready in Mathematics.	Objectives: 1 Strategies: 2 Activities: 6	Academic	\$395
2	All Ashley High School students will be career and college ready Reading and Writing.	Objectives: 1 Strategies: 1 Activities: 3	Academic	\$270
3	All Ashley High School students will be career and college ready in Science.	Objectives: 1 Strategies: 1 Activities: 3	Academic	\$170
4	All students attending AshleyHigh school will become career and college ready in Social Studies.	Objectives: 1 Strategies: 1 Activities: 3	Academic	\$270

Goal 1: All Ashley High School students will be career and college ready in Mathematics.

Measurable Objective 1:

70% of All Students will demonstrate a proficiency on the statewide summative math assessment in Mathematics by 06/01/2016 as measured by the MME.

Strategy 1:

Multi-Tiered System of Support - Ashley High school will develop a strong MTSS system of support to include: Tier I instruction with 80-85% of students achieving identified instructional targets; supplementary intervention supports for students identified as needing additional assistance through progress monitoring; and ensure that all students' needs are being met especially those identified as at-risk learners.

Research Cited: Gersten, R., Compton, D., Connor, C.M., Dimino, J., Santoro, L., Linan-Thompson, S., and Tilly, W.D. (2008). Assisting students struggling with reading: Response to Intervention and multi-tier intervention for reading in the primary grades. A practice guide. (NCEE 2009-4045). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from <http://ies.ed.gov/ncee/wwc/publications/practiceguides/>.

Kamil, M. L., Borman, G. D., Dole, J., Kral, C. C., Salinger, T., and Torgesen, J. (2008). Improving adolescent literacy: Effective classroom and intervention practices: A Practice Guide (NCEE #2008-4027). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from <http://ies.ed.gov/ncee/wwc>.

U.S. Department of Education, Institute of Education Sciences, What Works Clearinghouse. (2012, October). WWC review of the report: The long-term impacts of teachers: Teacher value-added and student outcomes in adulthood. Retrieved from <http://whatworks.ed.gov>.

Tier:

Activity - Establishing relationships and high expectations with students of poverty	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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<p>Ruby Payne's aha! Process, Inc. presenter Michael Dames will present A Framework for Understanding Poverty, Bridges Out of Poverty: Strategies for Professionals and Communities.</p> <p>Participants will learn about:</p> <ul style="list-style-type: none"> • Poverty • How economic class affects behavior/achievement • Developing strong relationships with students to impact behavior and achievement • Instructional strategies that meet the needs of the under-resourced learner • The hidden rules of economic classes and how they apply to their classrooms • Reducing their discipline referrals • Closing achievement gaps using concrete strategies for students from poverty 	Professional Learning			08/28/2013	06/01/2016	\$60	Title II Part A	District/school leaders will determine participation. School teams participating will plan for implementing the information learned in subsequent staff meetings.
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Activity - Enhancing Instruction Using Technology Flipped Classroom Blended Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Attendees will be taken on a collaborative journey of a veteran teacher trying to reinvent himself and an upcoming teaching rock star who will lead the next generation of teachers. Zach and Steve will share their experiences with the flip class model- why flip, how to flip, misconceptions, roadblocks, student engagement and student insights. In an effort to create a new pre-calculus class, collaborative goals were established to reintroduce higher level thinking skills, increase student motivation, and differentiate learning.</p>	Professional Learning			08/01/2013	06/01/2016	\$50	Title II Part A	The school leadership team will identify participants to take part in the training. Teachers trained will implement the new learning following each session attended. Student work will provide evidence of implementation.

Activity - Establishing relationships and motivating students	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Ashley High School

<p>Teachers and administrators will learn tools and strategies to motivate students by integrating technology into instruction. Integrating technology is a promising practice with indications that unmotivated/unengaged students can be brought into the educational fold with their teachers using technology to enhance their instruction.</p> <p>Kevin Honeycutt will be presenting tools</p>	<p>Professional Learning</p>			<p>09/30/2013</p>	<p>06/01/2016</p>	<p>\$60</p>	<p>Title II Part A</p>	<p>District/school leaders will determine participation. School teams participating will plan for implementing the information learned in subsequent staff meetings.</p>
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Activity - Progress Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Educators will learn to use data discussion protocols to analyze data points at intervals determined by the building assessment calendar in order to make instructional decisions. Educators will use district/building identified assessment data and/or DataDirector Interim Assessments; 'retired' Plan, Explore, ACT Assessments; DIBELS, STAR, etc. for analysis purposes. GIRESD Educators will meet in small groups to analyze data points at building assessment plan identified intervals in order to make instructional decisions. Educators will be using district identified assessment data and/or DataDirector Interim Assessments; 'retired' Plan, Explore, ACT Assessments; DIBELS, STAR, etc. for analysis purposes.</p>	<p>Professional Learning</p>			<p>08/01/2013</p>	<p>06/01/2016</p>	<p>\$150</p>	<p>Title II Part A</p>	<p>School leadership including identified teacher/content leaders, school improvement chairperson, building principal, etc. will monitor the implementation of the building assessment plan as well as collecting notes and minutes from data team meetings and le</p>

School Improvement Plan

Ashley High School

Strategy 2:

Preparing, training, and recruiting high quality teachers and school leaders - Ashley High School will develop a strong system of recruiting, developing, and retaining talented individuals, as well as focusing leaders on supporting their effectiveness; facilitate teacher leader involvement in decision making for school-wide development; improving educator instructional performance through participation in shared leadership through teacher leaders; learn processes and strategies for identifying goals based on the 40/90 Process Profile indicators. Included in the learning will be strategies that improve the collaborative discussions between principals and teachers and effective feedback to improve instruction and student learning. Teacher leaders and the principal will work in cooperation to develop implementation plans for the initiatives identified in their school improvement plans.

Research Cited: Branch, G. F., Hanushek, E. A., & Rivkin, S. G. (2013). School Leaders Matter. Education Next, 13(1). Retrieved April 4, 2013, from <http://educationnext.org/school-leaders-matter/>

Branch, G. F., Hanushek, E. A., & Rivkin, S. G. (2013). School Leaders Matter. Education Next, 13(1). Retrieved April 4, 2013, from <http://educationnext.org/school-leaders-matter/>

Cohron, W. R. (2009). The Effect of Teacher Leader Interactions with Teachers on Student Achievement: A Predictive Study (Doctoral dissertation). Retrieved April 4, 2013, from <http://digital.library.louisville.edu/utills/getfile/collection/etd/id/924/filename/925.pdf>

Tier:

Activity - Leadership Network Collaborative Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School leaders and teacher leaders will attend five leadership network collaborative learning sessions that will focus on improving student achievement that includes a book study using Leverage Leadership.	Academic Support Program			09/23/2013	06/01/2016	\$55	Title II Part A	Building Principal and/or Superintendent
Activity - School Counselors Network	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Learning session held quarterly for regional school counselors at GIRESD. Sessions will include career and college readiness strategies, planning for student leadership experiences, and time for sharing successes and challenges being experienced in each school.	Career Preparation /Orientation			09/23/2013	06/01/2016	\$20	Title II Part A	Principals and counselors will determine those that attend. Participants will share information learned at the sessions with their building teams.
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Goal 2: All Ashley High School students will be career and college ready Reading and Writing.

Measurable Objective 1:

80% of All Students will demonstrate a proficiency on statewide summative ELA assessments in English Language Arts by 06/01/2016 as measured by the MME.

Strategy 1:

Multi-Tiered System of Support - Ashley High School will develop a strong MTSS system of support to include: Tier I instruction with 80-85% of students achieving identified instructional targets; supplementary intervention supports for students identified as needing additional assistance through progress monitoring; and ensure that all students' needs are being met especially those identified as at-risk learners.

Research Cited: Gersten, R., Compton, D., Connor, C.M., Dimino, J., Santoro, L., Linan-Thompson, S., and Tilly, W.D. (2008). Assisting students struggling with reading: Response to Intervention and multi-tier intervention for reading in the primary grades. A practice guide. (NCEE 2009-4045). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from <http://ies.ed.gov/ncee/wwc/publications/practiceguides/>.

Kamil, M. L., Borman, G. D., Dole, J., Kral, C. C., Salinger, T., and Torgesen, J. (2008). Improving adolescent literacy: Effective classroom and intervention practices: A Practice Guide (NCEE #2008-4027). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from <http://ies.ed.gov/ncee/wwc>.

U.S. Department of Education, Institute of Education Sciences, What Works Clearinghouse. (2012, October). WWC review of the report: The long-term impacts of teachers: Teacher value-added and student outcomes in adulthood. Retrieved from <http://whatworks.ed.gov>.

School Improvement Plan

Ashley High School

Tier:

Activity - Establishing relationships and high expectations with students of poverty	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Ruby Payne's aha! Process, Inc. presenter Michael Dames will present A Framework for Understanding Poverty, Bridges Out of Poverty: Strategies for Professionals and Communities.</p> <p>Participants will learn about:</p> <ul style="list-style-type: none"> • Poverty • How economic class affects behavior/achievement • Developing strong relationships with students to impact behavior and achievement • Instructional strategies that meet the needs of the under-resourced learner • The hidden rules of economic classes and how they apply to their classrooms • Reducing their discipline referrals • Closing achievement gaps using concrete strategies for students from poverty 	Professional Learning			08/28/2013	06/01/2016	\$60	Title II Part A	District/school leaders will determine participation. School teams participating will plan for implementing the information learned in subsequent staff meetings.

Activity - Establishing relationships and motivating students	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Teachers and administrators will learn tools and strategies to motivate students by integrating technology into instruction. Integrating technology is a promising practice with indications that unmotivated/unengaged students can be brought into the educational fold with their teachers using technology to enhance their instruction.</p>	Professional Learning			09/30/2013	06/01/2016	\$60	Title II Part A	District/school leaders will determine participation. School teams participating will plan for implementing the information learned in subsequent staff meetings.

Activity - Progress Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

Ashley High School

Educators will learn to use data discussion protocols to analyze data points at intervals determined by the building assessment calendar in order to make instructional decisions. Educators will use district/building identified assessment data and/or DataDirector Interim Assessments; 'retired' Plan, Explore, ACT Assessments; DIBELS, STAR, etc. for analysis purposes. GIRESD Educators will meet in small groups to analyze data points at building assessment plan identified intervals in order to make instructional decisions. Educators will be using district identified assessment data and/or DataDirector Interim Assessments; 'retired' Plan, Explore, ACT Assessments; DIBELS, STAR, etc. for analysis purposes.	Professional Learning			08/01/2013	06/01/2016	\$150	Title II Part A	School leadership including identified teacher/content leaders, school improvement chairperson, building principal, etc. will monitor the implementation of the building assessment plan as well as collecting notes and minutes from data team meetings and le
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Goal 3: All Ashley High School students will be career and college ready in Science.

Measurable Objective 1:

80% of All Students will demonstrate a proficiency on the statewide summative assessment in Science by 06/01/2016 as measured by the MME.

Strategy 1:

Multi-Tiered System of Support - Ashley High School will develop a strong MTSS system of support to include: Tier I instruction with 80-85% of students achieving identified instructional targets; supplementary intervention supports for students identified as needing additional assistance through progress monitoring; and ensure that all students' needs are being met especially those identified as at-risk learners.

Research Cited: Gersten, R., Compton, D., Connor, C.M., Dimino, J., Santoro, L., Linan-Thompson, S., and Tilly, W.D. (2008). Assisting students struggling with reading: Response to Intervention and multi-tier intervention for reading in the primary grades. A practice guide. (NCEE 2009-4045). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from <http://ies.ed.gov/ncee/wwc/publications/practiceguides/>.

School Improvement Plan

Ashley High School

Kamil, M. L., Borman, G. D., Dole, J., Kral, C. C., Salinger, T., and Torgesen, J. (2008). Improving adolescent literacy: Effective classroom and intervention practices: A Practice Guide (NCEE #2008-4027). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from <http://ies.ed.gov/ncee/wwc>.

U.S. Department of Education, Institute of Education Sciences, What Works Clearinghouse. (2012, October). WWC review of the report: The long-term impacts of teachers: Teacher value-added and student outcomes in adulthood. Retrieved from <http://whatworks.ed.gov>.

Tier:

Activity - Getting to Know the Next Generation Science Standards	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Teachers will learn about structure and content of the Next Generation Science Standards. Teachers will learn how to use their content knowledge and pedagogical strategies to meet the increasing demands placed on students and teachers by the rigorous Next Generation Science Standards. Teachers will learn about the Michigan Next Generation Science Standards Implementation Plan.</p> <p>The information that teachers learn in this training can be implemented with any textbook series and will help all students achieve success in science, especially struggling students. Teachers will receive resources to use in implementing the ideas from this training.</p>	Professional Learning			01/14/2014	06/01/2016	\$50	Title II Part A	Building Principal for identifying teachers to be trained; identified staff members for training; and the school improvement team to monitor progress of training and implementation.

Activity - Establishing relationships and motivating students	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Ashley High School

Teachers and administrators will learn tools and strategies to motivate students by integrating technology into instruction. Integrating technology is a promising practice with indications that unmotivated/unengaged students can be brought into the educational fold with their teachers using technology to enhance their instruction. Kevin Honeycutt will be presenting tools and strategies for teachers and administrators	Professional Learning			09/30/2013	06/01/2016	\$60	Title II Part A	District/school leaders will determine participation. School teams participating will plan for implementing the information learned in subsequent staff meetings.
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Activity - Establishing relationships and high expectations with students of poverty	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Ruby Payne's aha! Process, Inc. presenter Michael Dames will present A Framework for Understanding Poverty, Bridges Out of Poverty: Strategies for Professionals and Communities. Participants will learn about: <ul style="list-style-type: none"> • Poverty • How economic class affects behavior/achievement • Developing strong relationships with students to impact behavior and achievement • Instructional strategies that meet the needs of the under-resourced learner • The hidden rules of economic classes and how they apply to their classrooms • Reducing their discipline referrals • Closing achievement gaps using concrete strategies for students from poverty 	Professional Learning			08/28/2013	06/01/2016	\$60	Title II Part A	District/school leaders will determine participation. School teams participating will plan for implementing the information learned in subsequent staff meetings.

Goal 4: All students attending AshleyHigh school will become career and college ready in Social Studies.

Measurable Objective 1:

80% of All Students will demonstrate a proficiency on statewide assessments in Social Studies by 06/01/2016 as measured by the MME.

School Improvement Plan

Ashley High School

Strategy 1:

Multi-Tiered System of Support - Ashley High school will develop a strong MTSS system of support to include: Tier I instruction with 80-85% of students achieving identified instructional targets; supplementary intervention supports for students identified as needing additional assistance through progress monitoring; and ensure that all students' needs are being met especially those identified as at-risk learners.

Research Cited: .Gersten, R., Compton, D., Connor, C.M., Dimino, J., Santoro, L., Linan-Thompson, S., and Tilly, W.D. (2008). Assisting students struggling with reading: Response to Intervention and multi-tier intervention for reading in the primary grades. A practice guide. (NCEE 2009-4045). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from <http://ies.ed.gov/ncee/wwc/publications/practiceguides/>.

Kamil, M. L., Borman, G. D., Dole, J., Kral, C. C., Salinger, T., and Torgesen, J. (2008). Improving adolescent literacy: Effective classroom and intervention practices: A Practice Guide (NCEE #2008-4027). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from <http://ies.ed.gov/ncee/wwc>.

U.S. Department of Education, Institute of Education Sciences, What Works Clearinghouse. (2012, October). WWC review of the report: The long-term impacts of teachers: Teacher value-added and student outcomes in adulthood. Retrieved from <http://whatworks.ed.gov>.

schools will develop a strong MTSS system of support to include: Tier I instruction with 80-85% of students achieving identified instructional targets; supplementary intervention supports for students identified as needing additional assistance through progress monitoring; and ensure that all students' needs are being met especially those identified as at-risk learners.

Tier:

Activity - Progress Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Ashley High School

<p>Educators will learn to use data discussion protocols to analyze data points at intervals determined by the building assessment calendar in order to make instructional decisions. Educators will use district/building identified assessment data and/or DataDirector Interim Assessments; 'retired' Plan, Explore, ACT Assessments; DIBELS, STAR, etc. for analysis purposes. GIRESD Educators will meet in small groups to analyze data points at building assessment plan identified intervals in order to make instructional decisions. Educators will be using district identified assessment data and/or DataDirector Interim Assessments; 'retired' Plan, Explore, ACT Assessments; DIBELS, STAR, etc. for analysis purposes.</p>	<p>Professional Learning</p>			<p>08/01/2013</p>	<p>06/01/2016</p>	<p>\$150</p>	<p>Title II Part A</p>	<p>School leadership including identified teacher/content leaders, school improvement chairperson, building principal, etc. will monitor the implementation of the building assessment plan as well as collecting notes and minutes from data team meetings and le</p>
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Activity - Establishing relationships and high expectations with students of poverty	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Ruby Payne's aha! Process, Inc. presenter Michael Dames will present A Framework for Understanding Poverty, Bridges Out of Poverty: Strategies for Professionals and Communities.</p> <p>Participants will learn about:</p> <ul style="list-style-type: none"> • Poverty • How economic class affects behavior/achievement • Developing strong relationships with students to impact behavior and achievement • Instructional strategies that meet the needs of the under-resourced learner • The hidden rules of economic classes and how they apply to their classrooms • Reducing their discipline referrals • Closing achievement gaps using concrete strategies for students from poverty 	<p>Professional Learning</p>			<p>08/28/2013</p>	<p>06/01/2016</p>	<p>\$60</p>	<p>Title II Part A</p>	<p>District/school leaders will determine participation. School teams participating will plan for implementing the information learned in subsequent staff meetings</p>

School Improvement Plan

Ashley High School

Activity - Establishing relationships and motivating students	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Teachers and administrators will learn tools and strategies to motivate students by integrating technology into instruction. Integrating technology is a promising practice with indications that unmotivated/unengaged students can be brought into the educational fold with their teachers using technology to enhance their instruction.</p> <p>Kevin Honeycutt will be presenting tools and strategies for teachers and administrators</p>	Professional Learning			09/30/2013	06/01/2016	\$60	Title II Part A	District/school leaders will determine participation. School teams participating will plan for implementing the information learned in subsequent staff meetings.

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Establishing relationships and motivating students	<p>Teachers and administrators will learn tools and strategies to motivate students by integrating technology into instruction. Integrating technology is a promising practice with indications that unmotivated/unengaged students can be brought into the educational fold with their teachers using technology to enhance their instruction.</p> <p>Kevin Honeycutt will be presenting tools and strategies for teachers and administrators</p>	Professional Learning			09/30/2013	06/01/2016	\$60	District/school leaders will determine participation. School teams participating will plan for implementing the information learned in subsequent staff meetings.
Getting to Know the Next Generation Science Standards	<p>Teachers will learn about structure and content of the Next Generation Science Standards. Teachers will learn how to use their content knowledge and pedagogical strategies to meet the increasing demands placed on students and teachers by the rigorous Next Generation Science Standards. Teachers will learn about the Michigan Next Generation Science Standards Implementation Plan.</p> <p>The information that teachers learn in this training can be implemented with any textbook series and will help all students achieve success in science, especially struggling students. Teachers will receive resources to use in implementing the ideas from this training.</p>	Professional Learning			01/14/2014	06/01/2016	\$50	Building Principal for identifying teachers to be trained; identified staff members for training; and the school improvement team to monitor progress of training and implementation.

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<p>Establishing relationships and motivating students</p>	<p>Teachers and administrators will learn tools and strategies to motivate students by integrating technology into instruction. Integrating technology is a promising practice with indications that unmotivated/unengaged students can be brought into the educational fold with their teachers using technology to enhance their instruction.</p> <p>Kevin Honeycutt will be presenting tools</p>	<p>Professional Learning</p>			<p>09/30/2013</p>	<p>06/01/2016</p>	<p>\$60</p>	<p>District/school leaders will determine participation. School teams participating will plan for implementing the information learned in subsequent staff meetings.</p>
<p>Enhancing Instruction Using Technology Flipped Classroom Blended Learning</p>	<p>Attendees will be taken on a collaborative journey of a veteran teacher trying to reinvent himself and an upcoming teaching rock star who will lead the next generation of teachers. Zach and Steve will share their experiences with the flip class model-why flip, how to flip, misconceptions, roadblocks, student engagement and student insights. In an effort to create a new pre-calculus class, collaborative goals were established to reintroduce higher level thinking skills, increase student motivation, and differentiate learning.</p>	<p>Professional Learning</p>			<p>08/01/2013</p>	<p>06/01/2016</p>	<p>\$50</p>	<p>The school leadership team will identify participants to take part in the training. Teachers trained will implement the new learning following each session attended. Student work will provide evidence of implementation.</p>

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<p>Establishing relationships and high expectations with students of poverty</p>	<p>Ruby Payne's aha! Process, Inc. presenter Michael Dames will present A Framework for Understanding Poverty, Bridges Out of Poverty: Strategies for Professionals and Communities.</p> <p>Participants will learn about:</p> <ul style="list-style-type: none"> • Poverty • How economic class affects behavior/achievement • Developing strong relationships with students to impact behavior and achievement • Instructional strategies that meet the needs of the under-resourced learner • The hidden rules of economic classes and how they apply to their classrooms • Reducing their discipline referrals • Closing achievement gaps using concrete strategies for students from poverty 	<p>Professional Learning</p>			<p>08/28/2013</p>	<p>06/01/2016</p>	<p>\$60</p>	<p>District/school leaders will determine participation. School teams participating will plan for implementing the information learned in subsequent staff meetings.</p>
<p>Leadership Network Collaborative Learning</p>	<p>School leaders and teacher leaders will attend five leadership network collaborative learning sessions that will focus on improving student achievement that includes a book study using Leverage Leadership.</p>	<p>Academic Support Program</p>			<p>09/23/2013</p>	<p>06/01/2016</p>	<p>\$55</p>	<p>Building Principal and/or Superintendent</p>
<p>School Counselors Network</p>	<p>Learning session held quarterly for regional school counselors at GIRESD. Sessions will include career and college readiness strategies, planning for student leadership experiences, and time for sharing successes and challenges being experienced in each school.</p>	<p>Career Preparation /Orientation</p>			<p>09/23/2013</p>	<p>06/01/2016</p>	<p>\$20</p>	<p>Principals and counselors will determine those that attend. Participants will share information learned at the sessions with their building teams.</p>

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<p>Progress Monitoring</p>	<p>Educators will learn to use data discussion protocols to analyze data points at intervals determined by the building assessment calendar in order to make instructional decisions. Educators will use district/building identified assessment data and/or DataDirector Interim Assessments; 'retired' Plan, Explore, ACT Assessments; DIBELS, STAR, etc. for analysis purposes. GIRESD Educators will meet in small groups to analyze data points at building assessment plan identified intervals in order to make instructional decisions. Educators will be using district identified assessment data and/or DataDirector Interim Assessments; 'retired' Plan, Explore, ACT Assessments; DIBELS, STAR, etc. for analysis purposes.</p>	<p>Professional Learning</p>			<p>08/01/2013</p>	<p>06/01/2016</p>	<p>\$150</p>	<p>School leadership including identified teacher/content leaders, school improvement chairperson, building principal, etc. will monitor the implementation of the building assessment plan as well as collecting notes and minutes from data team meetings and le</p>
<p>Establishing relationships and motivating students</p>	<p>Teachers and administrators will learn tools and strategies to motivate students by integrating technology into instruction. Integrating technology is a promising practice with indications that unmotivated/unengaged students can be brought into the educational fold with their teachers using technology to enhance their instruction.</p>	<p>Professional Learning</p>			<p>09/30/2013</p>	<p>06/01/2016</p>	<p>\$60</p>	<p>District/school leaders will determine participation. School teams participating will plan for implementing the information learned in subsequent staff meetings.</p>

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<p>Establishing relationships and high expectations with students of poverty</p>	<p>Ruby Payne's aha! Process, Inc. presenter Michael Dames will present A Framework for Understanding Poverty, Bridges Out of Poverty: Strategies for Professionals and Communities.</p> <p>Participants will learn about:</p> <ul style="list-style-type: none"> • Poverty • How economic class affects behavior/achievement • Developing strong relationships with students to impact behavior and achievement • Instructional strategies that meet the needs of the under-resourced learner • The hidden rules of economic classes and how they apply to their classrooms • Reducing their discipline referrals • Closing achievement gaps using concrete strategies for students from poverty 	<p>Professional Learning</p>			<p>08/28/2013</p>	<p>06/01/2016</p>	<p>\$60</p>	<p>District/school leaders will determine participation. School teams participating will plan for implementing the information learned in subsequent staff meetings.</p>
<p>Progress Monitoring</p>	<p>Educators will learn to use data discussion protocols to analyze data points at intervals determined by the building assessment calendar in order to make instructional decisions. Educators will use district/building identified assessment data and/or DataDirector Interim Assessments; 'retired' Plan, Explore, ACT Assessments; DIBELS, STAR, etc. for analysis purposes. GIRESD Educators will meet in small groups to analyze data points at building assessment plan identified intervals in order to make instructional decisions. Educators will be using district identified assessment data and/or DataDirector Interim Assessments; 'retired' Plan, Explore, ACT Assessments; DIBELS, STAR, etc. for analysis purposes.</p>	<p>Professional Learning</p>			<p>08/01/2013</p>	<p>06/01/2016</p>	<p>\$150</p>	<p>School leadership including identified teacher/content leaders, school improvement chairperson, building principal, etc. will monitor the implementation of the building assessment plan as well as collecting notes and minutes from data team meetings and le</p>

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<p>Establishing relationships and high expectations with students of poverty</p>	<p>Ruby Payne’s aha! Process, Inc. presenter Michael Dames will present A Framework for Understanding Poverty, Bridges Out of Poverty: Strategies for Professionals and Communities.</p> <p>Participants will learn about:</p> <ul style="list-style-type: none"> • Poverty • How economic class affects behavior/achievement • Developing strong relationships with students to impact behavior and achievement • Instructional strategies that meet the needs of the under-resourced learner • The hidden rules of economic classes and how they apply to their classrooms • Reducing their discipline referrals • Closing achievement gaps using concrete strategies for students from poverty 	<p>Professional Learning</p>			<p>08/28/2013</p>	<p>06/01/2016</p>	<p>\$60</p>	<p>District/school leaders will determine participation. School teams participating will plan for implementing the information learned in subsequent staff meetings.</p>
<p>Establishing relationships and motivating students</p>	<p>Teachers and administrators will learn tools and strategies to motivate students by integrating technology into instruction. Integrating technology is a promising practice with indications that unmotivated/unengaged students can be brought into the educational fold with their teachers using technology to enhance their instruction.</p> <p>Kevin Honeycutt will be presenting tools and strategies for teachers and administrators</p>	<p>Professional Learning</p>			<p>09/30/2013</p>	<p>06/01/2016</p>	<p>\$60</p>	<p>District/school leaders will determine participation. School teams participating will plan for implementing the information learned in subsequent staff meetings.</p>

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Progress Monitoring	<p>Educators will learn to use data discussion protocols to analyze data points at intervals determined by the building assessment calendar in order to make instructional decisions. Educators will use district/building identified assessment data and/or DataDirector Interim Assessments; 'retired' Plan, Explore, ACT Assessments; DIBELS, STAR, etc. for analysis purposes. GIRESD Educators will meet in small groups to analyze data points at building assessment plan identified intervals in order to make instructional decisions. Educators will be using district identified assessment data and/or DataDirector Interim Assessments; 'retired' Plan, Explore, ACT Assessments; DIBELS, STAR, etc. for analysis purposes.</p>	Professional Learning			08/01/2013	06/01/2016	\$150	School leadership including identified teacher/content leaders, school improvement chairperson, building principal, etc. will monitor the implementation of the building assessment plan as well as collecting notes and minutes from data team meetings and le
Establishing relationships and high expectations with students of poverty	<p>Ruby Payne's aha! Process, Inc. presenter Michael Dames will present A Framework for Understanding Poverty, Bridges Out of Poverty: Strategies for Professionals and Communities.</p> <p>Participants will learn about:</p> <ul style="list-style-type: none"> • Poverty • How economic class affects behavior/achievement • Developing strong relationships with students to impact behavior and achievement • Instructional strategies that meet the needs of the under-resourced learner • The hidden rules of economic classes and how they apply to their classrooms • Reducing their discipline referrals • Closing achievement gaps using concrete strategies for students from poverty 	Professional Learning			08/28/2013	06/01/2016	\$60	District/school leaders will determine participation. School teams participating will plan for implementing the information learned in subsequent staff meetings