



School Improvement Plan

CAP Adult and Alternative Education

Potterville Public 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?

General Information:

The Center for Alternative Programs (CAP) is a small, non-traditional, alternative educational program that services 50-60 students per semester. We are a part of Potterville Public Schools and are funded as a public school. Our student population comes from within our Potterville, Lansing, Grand Ledge, Olivet, Bellvue, Dimondale and Eaton Rapids. Cap offers small, personalized classes leading to a high school diploma or G.E.D. and provides flexible scheduling, including daytime and evening hours for approved students. Students are admitted into CAP based on a personal interview with the coordinator, a teacher, and when appropriate, our special education teacher. Students attend core and elective classes taught by certified, highly-qualified instructors. Computer based courses are available through Edgenuity, GED Online, Contemporary ITTS and PLATO instructional software programs. We provide individualized educational planning for teach student, service learning options, homeless students' assistance program, counseling and support groups, referrals for substance abuse and counseling and post secondary transitional services to seniors.

Community:

We are located in Potterville, MI, a small rural town (2,621 residents) about 15 miles West of the Capitol. There is very little industry in Potterville, so the school district has experienced a reduction in student numbers, overall, and many of our students come from households that are struggling with poverty. 90% of the community graduated from high school, but 10% went on for post secondary schooling. The community is very homogeneous in terms of race (90% Caucasian, 6% Hispanic, 1% African American, less than 1% for American Indians, Asians and Other) and there have been some racial incidences between White students and students of color. We do create a very inclusive community within our program and try to encourage that throughout the district and community. Being in a small community, nearly everyone knows everyone, so many of our students have grown up and gone to school together. This also means that in some ways community members look out for each other. We have a small police force which knows many of our students and have been known to work closely with them when they are in trouble.

In addition to there being little industry, there are no other services provided to the community in terms of homelessness, shelters, food kitchens, etc. Most of our families do not have transportation, so many of our students utilize the Eatran busing system.

Student Demographics: 2012-2013 School year

93 students enrolled

41 Female (44%)

52 male (56%)

10 African Americans (.11%)

78 Caucasians (84%)

5 Hispanics (.04%)

14-15 year olds: 2 (2%)

16-17 year olds: 38 (41%)

18-19 year olds: 43 (46%)

20 years olds: 10 (11%)

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Staff Demographics:

5 staff members=1 administrative assistant, 1 Language Arts teacher, 1 Math teacher, 1 Science teacher, 1 Social Studies teacher, 1 full time administrator.

100% Caucasian

40% Male

60% female

Changes:

In the last two years, quite a lot has changed with our program. Our administration changed mid-year in 2012 and one of the teachers took over the position of administrator. Things had not changed much for many years. The director and assistant director have both been with the program for 20+ years. The new coordinator of the program wanted to work towards improving many elements of the program including; student attendance, school culture, physical environment, teacher agency and professional learning communities. Some staff had difficulty with the changes and we lost one staff member in January 2013. We now have a new math teachers with 9 years working in Flint Public Schools. She brings a wealth of information to the table and has integrated well into our team.

This year, we were lucky enough to have a special education teacher join our team. She works with our special education students part-time (4 days a week), conducts all of our IEP's and participates in interviews with incoming special education students. This is the first time our program was lucky enough to have regular special education services. In the past, they either didn't have them or only received them once a week.

This coming year we will experience some other changes. Our administrator will no longer teach history, but will be full-time in administration. A history teacher from the traditional high school will be joining us to teach one hour per day. We are also losing our administrative secretary for part of the day. She may only be with us for 3-5 hours.

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.

Purpose Statement:

The Center for Alternative Programs is an educational community where all students are able to learn and thrive regardless of previous school history and personal barriers. CAP supports the Potterville High School's vision while recognizing the value of existing as a separate entity. CAP's unique quality is its commitment to growing and developing in directions where staff are able to think outside the box for solutions to problems. Our goal is to ensure that each student is able to achieve the Michigan Merit Curriculum benchmarks. We reach this goal by working towards being data-driven, diversifying our instruction and implementing a variety of best practices which incorporate multiple intelligence and diverse learning styles. Our teaching staff is composed of caring and qualified professionals who desire and expect students to learn and to acquire positive behaviors and social skills. All staff are active participants in our professional learning community and are committed to professional growth and school improvement. Our school facilities and instructional materials and resources are adequate to meet the needs of our students with CAP students accessing and utilizing district programs when appropriate. All stakeholders have a voice within our school. By capitalizing on the strengths of each individual student and staff member, we are able to create a school in which students gain the necessary knowledge and skills to achieve success in their pursuit of further education, a meaningful career, productive citizenship and satisfying relationships.

Our program is grounded in relationships. We understand that each of our students has struggled personally and academically and they have a bad taste in their mouth for school. We first work on building strong relationships with our students so they are willing to buy in to the academics side. One of our main goals is to work towards students not hating school. We'd like them to walk out of our program and think that maybe they could continue with their education, instead of just writing off education completely.

Mission Statement:

The mission of the Center for Alternative Programs is to create, respectful environment for learning in which students acquire the knowledge, skills and attitudes they need to succeed in life and in work.

Belief Statement:

We believe that:

1. all students can learn given sufficient time, support and the appropriate learning environment.
2. schools influence variables that determine a student's success.
3. the school's task is to help each individual identify, nurture and develop his or her own unique talents and abilities.
4. significant learning occurs when educational experiences have personal meaning and relevance to the learner.
5. a staff's professional behaviors need to be intentionally aligned with the best knowledge available regarding teaching and learning.
6. research-based interventions which incorporate a multi-tiered model of support and instruction will best meet students' needs.

Collective Commitments:

1. We will commit to making teaching and learning our top priority.
2. We will develop and utilize best practice instructional strategies.
3. We will nurture students to be positive, contributing members of our community and of society.
4. We will celebrate the staff and students.
5. We will celebrate the diversity of the community we create together.

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6. We will make our learning environment safe and respectful.
7. We will maintain program rules and expectations for all students.
8. We will practice respectful and effective communication among all community members.
9. We will actively participate in a professional learning community; encouraging and supporting each other in our growth.

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.

I will speak to the last two years of improvement because that is the length of time I've been working as the administrator for this program. In the last two years, our program has seen many changes. Through those changes, we've tried to improve our school in sustainable ways. Three areas we've improved on are; student retention, school climate and building a strong professional learning community. I really believe that all of these things piggy back on each other.

Our district is committed to the idea of professional learning communities as described by the DeFours. Our team has found this difficult because there are only four of us. In a perfect world, we would collaborate with the high school team, but because of the nature of our student population and some problems district-wide, this hasn't been the ideal situation for collaboration. As the administrator, I decided that I wanted to build a strong community among my staff, but also challenge some of the ways they'd been doing things for years. I wanted to work on their sense of agency within and outside of their classrooms. For many years, they felt like they couldn't ask for or question anything. I wanted to help them break out of that pattern and learn to talk ask for the things they need, even if there isn't money for them. I wanted them to talk about times they are struggling and ask for help. We started with some basic policy changes that included re-vamping our discipline referral process. I noticed that some teachers were sending way too many students out of the classroom when they struggled with them, so I wanted them to understand that students need to understand that they are the ones who have the power in the classroom. As a team, we created multiple steps that teachers can take before they ever send a student out of the classroom. We also implemented a new form, called the "Why I'm Struggling Today" form that teachers can give to students to fill out to help them understand their behavior and to give us more information about what is going on with them. Our disciplinary referrals greatly reduced after we started using the new form, which asked teachers to do all they could to help their students before sending them to 'the office.' I'd like to say that it was as simple as re-doing a form that reduced our referrals, but I really must attribute it to the caring community culture we created within our school. It is clear that each teacher must build strong relationships and connections with their students. This seems to make a difference in terms of how well teachers are able to handle their classrooms. The better the relationship, the less disciplinary issues. Students and staff understand that we all work together as a team and that our success is created together. This seems to help students invest in the program.

In addition to the atmosphere we created, we also worked on the physical environment of our school. I started small with a large end goal in mind. Ultimately, I wanted my teachers to make some drastic changes in their classroom atmosphere. I wanted them to clean, organize and make the space their own. We started by creating our 'perfect classroom' on paper. We looked at the research on classroom design and created what we thought we would really love in a classroom. We discussed those together and I challenged them to physically alter their classroom seating for one month and collect data on whether or not they thought anything changed between the two classroom arrangements. We then surveyed our students to find out what they think of our teaching and what works best for them. Finally, each teacher did massive cleaning, organizing and painting of their rooms. We invited students to join us in painting the classroom and had a dozen or so who came in on a weekend to help us. Each classroom reflects the content that is taught and represents us taking pride in our learning environment.

Our population is inherently transient. Many of our students live in turbulent households and are often homeless. This puts a strain on their ability to stay in school and keep regular attendance. This past year, we worked really hard at trying to help students get here on a regular basis. We procured funding for public transportation, so our students could come to school, we kept in contact with parents, communicated regularly with students about their progress in each of their classes and built that strong community with them. This year, we have 35 our of

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50 students returning to our program this fall. They are also referring us to their friends, which means they like the success they are finding with us and would like their friends to, as well.

Areas of Improvement

We would like to continue working on student attendance and retention. There are obviously some things that we can't control, like student home life, but we can control the atmosphere we create at school, how we work with students academically and how we help them meet their personal and academic goals. We would like to write a comprehensive grading plan, so that all teachers are on the same page and students understand how they will be graded across the board. We would also like to continue working to strengthen and improve our professional learning community.

Additional Information

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

nothing at this time.

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.

I have three full time teachers. We all play a part in the overall development of the school improvement plan. Based on interest, one staff member and the school administrator attended a three day institute on professional learning communities in preparation for our school year professional development. During this institute, staff learned about alternative grading processes and decided this would be a meaningful thing for our staff to do this school year. The administrator gathered resources and will share those with staff when they return from summer break. As a staff, we will decide the roles each member will take for the coming year.

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

Cathleen Weaver, administrator-developed and wrote the 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.

As I've worked on the plan, I've sent staff members frequent emails updating them on what we will be doing for the coming school year for school improvement. They will receive a copy of the plan when they arrive back at school in late August. We will discuss the progress on a bi-weekly basis.

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?

We are a very small school with three full time teachers, one part time teachers, one administrator and one part time administrative secretary. We count 50-60 students, so the life of our program depends upon student enrollment. If we don't have students, then it is likely our program will be re-thought and possibly shut down. Our student enrollment affects the amount of time each teacher works for our program. In the past couple of years, we've had no difficulty with enrollment. We've had to start a waiting list because we've had such interest in our program. If our enrollment goes up or down, we have to figure out how to accommodate those changes..

How do student enrollment trends affect staff recruitment?

Since I've been working in this program we've seen some turnover in our staff. 2 years ago, our math teacher left because of the stress 'accountability' puts on us when we work with a population that is inherently behind in reading and math. We quickly filled that position and that teacher is still with us. Our English teacher started her career with us 16 years ago and will be leaving us this year for a new position in the district. Our science teacher started working with us 10 years ago. I recently hired a teacher certified in English and Social Studies to fill the gap left by our former English teacher and the high school teacher who taught Social Studies. We find that individuals who want to work with alternative education students choose to stick around, though sometimes the stress of working with at-risk students can certainly take a toll on staff..

How do student enrollment trends affect budget?

Our budget is managed through the district's administrative office, so I have very little say on how the budget is put together. I do know that we need to have 45 students in order to break even. If we are under this, we have to re-evaluate many things; staffing, supplies, academic resources, student transportation, etc. We are already very lean; there is very little money for anything outside of keeping the school running. If our enrollment drops below 45, we have to decide what we can do without and then re-evaluate the program.

How do student enrollment trends affect resource allocations?

Since I've worked here, we've never been in a situation where we've had an abundance of money for resources. We've always supplemented with grants in order to get the resources we need. This past year we really utilized at-risk funds to fund a credit recovery course and student transportation.

If our student enrollment is low, then we won't have money to get new resources for the classrooms and we have to consider whether we can reduce the number of hours that staff members work.

How do student enrollment trends affect facility planning and maintenance?

I am unsure of this. We share a custodian with daycare and the administrative offices. When we need something fixed, we call on the

district head custodian.

How do student enrollment trends affect parent/guardian involvement?

unsure

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

We keep our enrollment low because of the nature of our program. We have a seat time waiver with the state, so we are able to give students more opportunities outside of the school day and add professional development time for our staff. This year, we will have one day a month so that staff can meet to work out our school improvement plan, develop curriculum and work on other issues facing our program.

I also believe that the intimate nature of our program is a big selling point for parents whose children are not successful in the traditional school setting. In the past year, I've noticed that many of our students come to our program because they've heard good things about it from friends, family members and even community members. I expect our enrollment to be up this year because of 'word of mouth' advertising.

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

Our program seems to always be at a disadvantage. Because we are so small, we are always stretched way too thin. Even when our numbers are up, we still have to work with the same minuscule resources—we just add more students to classes, which is not a good idea for our population of students.

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

This year, we are looking at changing the nature of the way we do school. We recently attended training on project-based learning. We are looking to do more holistic courses that will integrate life skills and content areas. I believe this will give us a lot of freedom to move students around in classes and have them work cooperatively.

What are the challenges you noticed based on student attendance?

Challenges with student attendance greatly affect student achievement. It also affects our count and the money we will receive from the state. There are many things going on in the lives of our students, outside of school. We cannot control these things, so we have to do our best to control our school environment and make it as safe and caring a place for our students.

When students choose to not come to school they are at risk of failing because of our attendance policy, but they fall further and further behind in credits. Students can earn a total of 6 credits per year. We've noticed that the students who struggle with getting here, tend to only earn 2-3 of those credits. They are already behind when they get to us and this makes it worse.

This past year, we implemented a new attendance policy that required students to take more responsibility for their absences. This seemed to help a lot because we saw a 16% overall increase in student attendance for the year.

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

We are consistently working on how to improve our program and help students come to school on a regular basis. I think there are several factors going on here:

1. Student's life outside of school (home environment, homelessness, poverty, drugs, pregnancy/children)
2. Student's past failure in school. Often students come to us hating school. They don't want to be here because they think they are failures.

We have to work really hard to change this mindset.

3. We need to offer more engaging classes that connect with students' lives.

One of the things we started doing last year was to provide transportation tokens for our students who are riding the bus to school. Through at-risk funding, we were able to purchase tokens for all of our students who need it. This greatly improved our attendance for students who have a distance to travel (from Charlotte, Lansing, Grand Ledge). I also think we have to ask ourselves some hard questions regarding our teaching practice and whether we are doing all we can to get our students to school. I would like to see our students more highly engaged in the curriculum. I would like to see our teachers use all kinds of creative ways to engage our students in meaningful ways.

Student Achievement Data for All Students

This area includes data questions.

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

All of our English/Language Arts classes show the highest level of achievement.

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

Math, English, Science and Social studies all show improvement in performance. In particular, we are seeing a positive trend in our Algebra 1 classes. We recently hired a new math teacher and she is really working to build students' skills so they will be prepared for upper level math courses. Just in the one semester she was with us, we've seen a 40% increase in student passing rates. We are also seeing increases in our senior level classes. There is a higher success rate (30-40% more) in the classes seniors need to take before they graduate.

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

None

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

The students who have the highest success rate are the ones who are closest to graduating. We see a change in their overall attitude and performance as they move into their junior and senior years. It is as if a switch is flicked on and they realize they can graduate.

What factors or causes contributed to improved student achievement?

We've noticed a trend with our students: when they come to us they hate school and we have to work really hard to build relationships with them and help them feel comfortable with being behind in credits and in grade level. After they start achieving and seeing success, they tend to get more serious about school. By the time they reach their senior year, most of them buckle down and work really hard to be done so they can move on to the next part of their journey.

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

We know there is a positive impact because we see a change in students' perceptions of school. When you've been unsuccessful for most of your school career, you can't expect students to be gungho about the academic aspects of school. It is only through care and understanding that we get students to buy into school again. Maturity also seems to help.

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

Math

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

I don't think any content area shows a negative trend. Our data shows that failure and success rates are fairly consistent over the years.

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

All

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

They are our younger students who are coming straight out of a traditional school setting. Their perception of schooling and it's purpose are pretty grim. They are not enthusiastic about learning and often fight us on this. We see more behavior problems with students who are new to us and those who are really struggling outside of school. All of our students also have multiple other issues that factor into their academic achievement.

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

Student attendance, being behind in basic skills (reading and math), lack of home support and turbulent lives outside of school all affect student achievement.

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

In the past, ninety percent of our students do not meet our attendance requirement of 80%. When students aren't at school, they can't earn credit. Most students come to us behind in credits, therefore, their inability to get to school causes them to fall even further behind, which discourages them even more. In addition, 60%+ of our students are behind in math and reading skills. This makes it very difficult to move them forward in the high school curriculum when they are struggling with basic reading and computation skills. We have to back track and re-teach what they didn't learn.

We also see a large impact on our academic achievement because of issues outside of school. If there is 'drama' going on at home, they will either bring it to school and not be able to focus on their school work, or they just won't come to school. 'Life' often seems to get precedence over school.

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

If we had the resources, we could offer more remedial classes to prepare our students for the Michigan Merit Curriculum courses they are

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required to take. Particularly in math, we struggle with student not understanding basic addition, subtraction, multiplication and division. In order for them to be successful in Algebra 1, 2 and Geometry, they need these basic concepts. If we could have the space, time and money to provide them with a basic math skills class, that would help greatly. It is increasingly difficult with the state's graduation requirements and curriculum for our students to be successful.

Subgroup Student Achievement

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

Response:

- African American or Black
- White
- Hispanic or Latino
- Multiracial
- Male
- Female
- Economically Disadvantaged
- Homeless
- Students with Disabilities

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

Response:

- White
- Female
- Economically Disadvantaged
- Students with Disabilities

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

All content areas

How do you know the achievement gap is closing?*

Our percentage of student success in courses has increased slightly

What other data support the findings?

Our ACT scores increased in the past two years. Our of nine students who took the test, only two scored below a 15. The year before, we only had one student who scored over a 15. 56% of our students scored a 17 or above.

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

Because our students all come to us 'behind' academically, there isn't necessarily an achievement gap in the traditional sense. There is

definitely a gap between the traditional high school and our program, thus being the main reason for our program: helping students who are behind catch up and graduate. We continually have to work on helping students catch up in their reading and math skills in order to get them through the merit curriculum.

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

The reality is that all of the students in our program were unlikely to graduate at one point in their high school career. Our program gave them a second chance at making it and if it wasn't for this program and staff, those students would be high school dropouts.

What actions could be taken to continue this positive trend?

I believe it would be helpful to start identifying struggling students earlier in their academic careers, instead of waiting for them to fail and fall behind in credits. A different kind of support system has to be in place that not only helps struggling students academically, but also socially, because the social issues have a huge impact on student achievement.

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

Response:

- Male

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?*

All

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

Overall, we've had more male students in the past year. We experience more difficulty getting these students engaged in school. I believe this disengagement comes from years of failure in a traditional school. Many also have behavior issues, which impacts their ability to achieve academically. Females have higher achievement levels in our program than males.

What other data support the findings?*

Their disciplinary records tell a story of their failure. Their attendance and achievement scores show this.

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

When looking over male student files, I read many years of failure combined with teachers who didn't engage or 'care' about them. Many of them are labeled as troublemakers and that label sticks with them. They refer to themselves as 'losers' and 'fuck ups.' A kid generally doesn't call themselves this without being told they will never be successful.

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

By looking at their achievement data and school history.

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

Continuing to help and support them with counseling services. Implement a life skills curriculum that will help them learn the skills they will need to be successful in the future. Work on building them up and giving them hope that they will be successful. Believing in them.

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

There are no ELLs in our program

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.)?

To assist students with disabilities, we have a part-time special education teacher who works in our classrooms, helping students, as needed. She conducts all of the IEP meetings and checks in with each student on a daily basis to ensure they are reaching their goals. We also have a district social worker who meets with each of our special education students on a weekly basis. We offer credit recovery classes in the summer time.

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

All of our students are classified as 'at-risk' because they failed in the traditional school setting and need an alternative school setting to help them be successful.

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

We offer Edgenuity (E2020) courses for students to take off-site, as credit recovery and to get ahead in their elective courses. We also encourage students to participate in work study and volunteer service. This year, we will work towards partnering with the community to give

our students more work based learning experiences.

Label	Question	Value
	What percentages of students participate in Extended Learning Opportunities, either for additional support or increased challenge?	90.0

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

Letters are frequently sent home informing students and parents of new opportunities in our program. It is also listed on our school website and we advertise in the local papers.

When each new student comes into the program, they and their parent(s) go through an intake process and we discuss those opportunities at that time.

Label	Question	Value
	What is the total FTE count of teachers in your school?	3.2

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?	1.0

Label	Question	Value
	How many teachers have been teaching 9-15 years?	1.0

Label	Question	Value
	How many teachers have been teaching >15 years?	0.0

What impact might this data have on student achievement?

When you have teachers who have a wealth of experience with the school's student population, then they are better equipped to help students be successful. I think that their experience, especially working with at-risk populations increase their success rate within our school.

Label	Question	Value
	Indicate the total number of days for teacher absences due to professional learning or professional meetings.	2.0

School Improvement Plan

CAP Adult and Alternative Education

Label	Question	Value
	Indicate the total number of days for teacher absences due to illness.	5.0

What impact might this data have on student achievement?

Obviously learning does not happen the same in a classroom when the classroom teacher isn't there. Depending on the sub and their experience with our population of students, those days may be spent well or not. With our program, we look for subs who will be consistent with us and who are students work well with. If we can't find one of those subs, we tend to cover classes internally. The more that teachers are absent, the less their students will learn. We had very few absences, so student achievement wasn't greatly impacted.

Perception Data - Students

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

Student-Teacher relationships
Communication about problems
Extra help for struggling students
Safety
Diverse learning opportunities

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

ALL

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

Student-Student relationships
Number of course offerings
Discipline
School cleanliness

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

Student-Student relationships
Number of course offerings
Discipline
School cleanliness

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

The foundation of our program is relationships. We believe that students will not be successful in school if they don't feel safe and cared for. We've worked incredibly hard and continue to create a culture of caring and respect. Students feel safe on school grounds and with the people in school. They feel comfortable coming to an adult in the program and discussing problems they might be having. Adults in the program role-model problem solving and conflict resolution.

Most of our students have failed in traditional classrooms, we really try to diversify what we do in the classroom and the different ways that students can show their learning through hands on projects and offering choice.

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

We will continue to work on student-student relationships. This is a constant battle because healthy relationships haven't been modeled for most of our students, so we have to do a lot of hard work to un-teach what they've learned in the past. We are working towards teaching kindness and mindfulness. This year, as a staff, we will be reading *Mindful Teaching* and *Teaching Mindfulness* by Deborah Schoeberlein to help of us understand how to be present and mindful in their classrooms and pass that on to students.

There is little we can do about our course offerings. We have limited resources. I have asked my teachers to think about elective courses they would really like to teach, so this year we are offering a PE/Psychology class and a drama course.

Perception Data – Parents/Guardians

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

Feeling welcome in our school.
Communication with the staff
Safety
Equal treatment of students
Help and assistance their children receive.
Overall satisfaction with the program

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

It would benefit all staff, students and parents if we all increased communication with parents. I would like to see teachers communicating regularly with parents via phone and email.
From our survey, over 90% of parents are very satisfied with our program and the way we work with their children. They see marked improvement in their child's grades and behavior.

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

More course offerings

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

N/A

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

N/A

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

N/A

Perception Data – Teachers/Staff

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

We have not used a teacher/staff perception tool at this time. We will develop one this year and implement it.

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

We have not used a teacher/staff perception tool at this time. We will develop one this year and implement it.

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

We have not used a teacher/staff perception tool at this time. We will develop one this year and implement it.

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

We have not used a teacher/staff perception tool at this time. We will develop one this year and implement it.

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

We have not used a teacher/staff perception tool at this time. We will develop one this year and implement it.

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.)

Our students haven't taken this survey.

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

I, the coordinator, and my three staff members work together when making decisions about curriculum, instruction and assessment. We frequently discuss what they are teaching, how they are teaching it and how they are assessing it. We spend time talking through our difficulties and helping each other solve problems. Each teacher creates their own curriculum in the classroom, but we all know what the others are teaching.

I would like to see us working towards a common grading system and a curriculum that would be interdisciplinary.

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

Each teacher posted their goals/standards for daily/weekly/yearly goals. They implemented pre and post tests to their students to see student growth and spaces that needed improvement.

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.	No	This question does not apply to us. We are 9th-12th grade.	

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.	No		

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	This is difficult to do because we only have three staff members, but our English teacher usually tries to do this once during the school year.	

Label	Assurance	Response	Comment	Attachment
	<p>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.</p> <p>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.</p>	Yes	Please see the attached document. It is currently being edited, so I apologize for the review markings.	CAP Student Handbook

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	Timothy Donahue, Superintendent 420 N. High St. Pottersville, MI 48876 517-645-4702	

School Improvement Plan

CAP Adult and Alternative Education

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	see attached document	Parent Involvement

Label	Assurance	Response	Comment	Attachment
	The institution has a School-Parent Compact. If yes, please attach the School-Parent Compact below.	Yes	please see attachment	CAP Student/Parent Agreement

Label	Assurance	Response	Comment	Attachment
	The School has additional information necessary to support your improvement plan (optional).	No		

Health and Safety (HSAT) Diagnostic

Introduction

The content for this tool comes directly from the Healthy School Action Tool (HSAT) Assessment (<http://www.mihealthtools.org/hsat>), an online tool for school buildings to assess its school health environments. These assurances are designed to help school improvement teams think about conditions for learning in their school, specifically related to student health and safety, and develop strategies in their school improvement plan to address any identified needs.

This diagnostic is optional and should be completed only if you took the HSAT.

Health and Safety (HSAT)

The following assurances come directly from the [Healthy School Action Tool \(HSAT\) Assessment](http://www.mihealthtools.org/hsat), an online tool for school buildings to assess their school health environments. If your school completed the HSAT in the past year, you may refer back to your report to answer the following assurances. Responses to these assurances are necessary - whether you've completed the HSAT or not. These assurances are designed to help school improvement teams think about conditions for learning in their school, specifically related to student health and safety, and develop strategies in their school improvement plan to address any identified needs.

	Statement or Question	Response	Rating
Question 1	Our School has a written policy on school safety that supports proactive, preventative approaches to ensure a safe school environment.	Written policy, fully implemented	N/A

	Statement or Question	Response	Rating
Question 2	All teachers in our school have received professional development in management techniques to create calm, orderly classrooms.	Yes	N/A

	Statement or Question	Response	Rating
Question 3	Our school communicates all of our health and safety policies to students, staff, substitute teachers, parents and visitors through the parent handbook or newsletter at least once a year.	Yes	N/A

	Statement or Question	Response	Rating
Question 4	Our school has used data from a student health/safety assessment at least once in the past two years to assist in planning actions that will improve our school's environment and/or to determine the impact of changes that we have made on student attitudes and behaviors.	Yes	N/A

	Statement or Question	Response	Rating
Question 5	Our school has taken action on the Michigan State Board of Education Policy on Comprehensive School Health Education.	Adopted policy, but not fully implemented	N/A

	Statement or Question	Response	Rating
Question 6	All teachers who provide health education instruction received annual professional development/continuing education specifically related to health education.	No	N/A

School Improvement Plan

CAP Adult and Alternative Education

	Statement or Question	Response	Rating
Question 7	The health education curriculum used in our school is the Michigan Model for Health® Curriculum.	No, do not use a health education curriculum	N/A

	Statement or Question	Response	Rating
Question 8	The health education curriculum used in our school involves student interaction with their families and their community.	No	N/A

	Statement or Question	Response	Rating
Question 9	Our school has taken action on the Michigan State Board of Education Policy on Quality Physical Education.	No action taken	N/A

	Statement or Question	Response	Rating
Question 10	At our school, physical education teachers annually participate in professional development specific to physical education.	No	N/A

	Statement or Question	Response	Rating
Question 11	Our school uses the Exemplary Physical Education Curriculum (EPEC)	No curriculum	N/A

	Statement or Question	Response	Rating
Question 12	At least three times during the past 12 months, our school offered programs, activities or events for families about physical activity.	No	N/A

	Statement or Question	Response	Rating
Question 13	Our school offers the following amount of total weekly minutes of physical education throughout the year.	59 minutes or less at elementary level, 105 minutes or less at middle/high level	N/A

	Statement or Question	Response	Rating
Question 14	Our school has taken action on the Michigan State Board of Education Policy on Nutrition Standards.	Adopted policy, but not fully implemented	N/A

	Statement or Question	Response	Rating
Question 15	The food service director/manager participated in professional development related to food or nutrition during the past 12 months.	Yes	N/A

School Improvement Plan

CAP Adult and Alternative Education

	Statement or Question	Response	Rating
Question 16	The food service director/manager supports/reinforces in the cafeteria what is taught in health education.	Yes	N/A

	Statement or Question	Response	Rating
Question 17	During the past 12 months, our school collected information from parents to help evaluate/improve school meals or foods offered a la carte, in concessions, school stores, vending machines, or as a part of classroom celebrations/parties or at school events.	Yes	N/A

	Statement or Question	Response	Rating
Question 18	Our school makes a good faith effort to ensure that federally reimbursable school nutrition programs are the main source of nutrition at school rather than vending or a la carte.	Yes	N/A

	Statement or Question	Response	Rating
Question 19	Our school has a health services provider or school nurse accessible to students.	No	N/A

	Statement or Question	Response	Rating
Question 20	Our school has a written policy on school safety that involves parents, and broader community, in collaborative efforts to help ensure a safe school environment.	Written Policy, but not fully implemented	N/A

	Statement or Question	Response	Rating
Question 21	Our school has a system in place for collecting relevant student medical information.	Yes	N/A

	Statement or Question	Response	Rating
Question 22	Our school has taken action on the Michigan State Board of Education Positive Behavior Support Policy.	Adopted policy, but not fully implemented	N/A

	Statement or Question	Response	Rating
Question 23	During the past 12 months, the school counseling staff has provided professional development to school health staff about identification and referral of students related to violence and suicide prevention.	No	N/A

School Improvement Plan

CAP Adult and Alternative Education

	Statement or Question	Response	Rating
Question 24	During the past 12 months, the school counselor/psychologist/social worker offered information to students (presentations, materials, individual or group counseling activities, events) about bullying, harassment and other peer to peer aggression.	Yes	N/A

	Statement or Question	Response	Rating
Question 25	During the past 12 months, the school counselor/psychologist/social worker has collaborated with appropriate school staff or community agencies to implement programs or activities related to bullying, harassment and other peer to peer aggression.	Yes	N/A

	Statement or Question	Response	Rating
Question 26	During the past 12 months, the school counseling staff identified students who are at risk of being victims or perpetrators of violence.	Yes	N/A

	Statement or Question	Response	Rating
Question 27	Our school's mission statement includes the support of employee health and safety.	Yes	N/A

	Statement or Question	Response	Rating
Question 28	During the past year, our school supported staff participation in health promotion programs by having a budget for staff health promotion.	No	N/A

	Statement or Question	Response	Rating
Question 29	During the past year, our school supported staff in healthy eating by providing healthy food choices at staff meetings.	No	N/A

	Statement or Question	Response	Rating
Question 30	Our school has a written family involvement policy that advocates for strong connections between the home, school and the community as a means of reducing barriers to student achievement.	Written policy, fully implemented	N/A

	Statement or Question	Response	Rating
Question 31	Our school has a parent education program.	No	N/A

School Improvement Plan

CAP Adult and Alternative Education

	Statement or Question	Response	Rating
Question 32	During the past 12 months, our school collected information from parents to help evaluate/improve school health education in our school.	No	N/A

	Statement or Question	Response	Rating
Question 33	During non school hours the community has access to indoor facilities for physical activity (such as gym, weight room, hallway for walking, pool, basketball court).	Access to no indoor facilities	N/A

Development of Comprehensive Grading Guidelines

Overview

Plan Name

Development of Comprehensive Grading Guidelines

Plan Description

The plan is for our staff to come together and create grading guidelines that will work for all courses in our program and be connected to learning, rather than points, percentages or grade point averages. We will be reviewing the research on alternative assessments and fair grading practices, working together to decide what will work best for our program and students and creating a comprehensive alternative assessment to be implemented during our final nine week period of the school year, or next school year.

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	Staff will create and implement a consistent grading guideline across all courses.	Objectives: 1 Strategies: 2 Activities: 2	Academic	\$50

Goal 1: Staff will create and implement a consistent grading guideline across all courses.

This plan includes progress notes which are at the very end of this document

Measurable Objective 1:

50% of All Students will complete a portfolio or performance Based on the scale we create as a staff, students will be able to show their achievement in a variety of ways. in Mathematics by 06/06/2014 as measured by the new grading guidelines.

Strategy 1:

Research - CAP Staff members will investigate a variety of research sources on grading guidelines to create their own informed grading guideline. As a staff, we will focus on the following questions:

1. What are we doing that contributes to student success?
2. What are we doing that contributes to student failure?
3. Are we telling students what they should know before, not after a unit?
4. Are we giving them opportunities to practice before we assess them?
5. Are we assessing in ways that are accurate to what our students are actually learning?

We need to first interrogate our current grading policies and our beliefs about them. We must then work to come to consensus on a grading policy that would focus on learning, rather than points, percentages of grade point average.

We are adding more professional development time into our school year. We will have an additional four hours per month to work towards this goal.

Research Cited: Anderson, R.S. (1998). Why talk about different ways to grade? The shift from traditional assessment to alternative assessment. *New Directions for Teaching and Learning*: 74. pp. 5-16.

Cooper, D. (2011). *redefining fair: How to plan, assess and grade for learning*. Bloomington, IN: Solution Tree

Kohn, A. (1999). From degrading to de-grading. *High School Magazine*. pp. 1-12.

Manitoba Education, Citizen and Youth. (2008). *Communicating student learning: Guidelines for schools*. Government of Manitoba.

O'Connor, K. (2009). Reforming grading practices in secondary schools. *Principal's Research Review*, Vol. 4, Issue 1. pp. 1-7.

Tier:

Activity - Breakfast Club PD Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

CAP Adult and Alternative Education

Staff will meet twice a month to discuss readings pertinent to this goal. Meeting Dates: September 4 and 18 Brainstorming and reading assigned articles October 2 and 16 Discussing Cooper chapters 1-2 November 6 and 20 Discussing Cooper chapters 3-4 December 4 and 18 Discussing Cooper chapters 5-6 January 8 and 15 Discussing Cooper chapters 7-8 February 5 and 19 Discussing Cooper chapters 9-10 March 12 and 19 Review Designs April 2 and 16 Create design for our program May 7 and 21 Revisions Discussion of how to implement in 2014-15	Professional Learning			08/28/2013	06/06/2014	\$0	No Funding Required	Mary Sherwood, John Ley, Bonnie Anderson, Cathleen Weaver
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Strategy 2:

Design and Implementation - Staff will pull together the research they find most meaningful and connected to our program and students. We will then work on designing our own model and plan for how we will implement it in the coming year.

Research Cited: Anderson, R.S. (1998). Why talk about different ways to grade? The shift from traditional assessment to alternative assessment. *New Directions for Teaching and Learning*: 74. pp. 5-16.

Cooper, D. (2011). *redefining fair: How to plan, assess and grade for learning*. Bloomington, IN: Solution Tree

Kohn, A. (1999). From degrading to de-grading. *High School Magazine*. pp. 1-12.

Manitoba Education, Citizen and Youth. (2008). *Communicating student learning: Guidelines for schools*. Government of Manitoba.

DuFour, DuFour, Eaker & Many. (2010). *Learning by Doing: A handbook for professional learning communities at work*. Bloomington, IN: Solution Tree.

O'Connor, K. (2009). Reforming grading practices in secondary schools. *Principal's Research Review*, Vol. 4, Issue 1. pp. 1-7.

Tier:

Activity - Analysis	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
We will analyze the research on alternative assessment and choose pieces that we will use in our own assessment guidelines.	Other			01/06/2014	06/06/2014	\$50	General Fund	Mary Sherwood, John Ley, Bonnie Anderson, Cathleen Weaver

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Analysis	We will analyze the research on alternative assessment and choose pieces that we will use in our own assessment guidelines.	Other			01/06/2014	06/06/2014	\$50	Mary Sherwood, John Ley, Bonnie Anderson, Cathleen Weaver

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Breakfast Club PD Meetings	Staff will meet twice a month to discuss readings pertinent to this goal. Meeting Dates: September 4 and 18 Brainstorming and reading assigned articles October 2 and 16 Discussing Cooper chapters 1-2 November 6 and 20 Discussing Cooper chapters 3-4 December 4 and 18 Discussing Cooper chapters 5-6 January 8 and 15 Discussing Cooper chapters 7-8 February 5 and 19 Discussing Cooper chapters 9-10 March 12 and 19 Review Designs April 2 and 16 Create design for our program May 7 and 21 Revisions Discussion of how to implement in 2014-15	Professional Learning			08/28/2013	06/06/2014	\$0	Mary Sherwood, John Ley, Bonnie Anderson, Cathleen Weaver

Progress Notes

Type	Name	Status	Comments	Created On	Created By
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Improve Student Attendance

Overview

Plan Name

Improve Student Attendance

Plan Description

All staff will work toward helping students improve their attendance

Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Students will improve their attendance by 10%.	Objectives: 1 Strategies: 1 Activities: 3	Academic	\$100

Goal 1: Students will improve their attendance by 10%.

Measurable Objective 1:

50% of All Students will demonstrate a behavior come to school on a regular basis and work towards maintaining 80% attendance in English Language Arts by 06/06/2014 as measured by attendance data.

Strategy 1:

Support - CAP students have not experienced success in a traditional high school setting. They often experience learning disabilities, emotional or behavioral issues, teen pregnancy/parenting, unstable family situations, substance abuse, homelessness and other characteristics which can negatively impact academic success and regular school attendance. A more viable, relevant hands-on curriculum, flexible schedule, caring teachers and staff who build relationships with students, one on one help from teachers, teachers and staff who hold students accountable for their absences, an available tutor to continue to help meet students varied needs. In addition, this year we've added an attendance line and a new student reporting system. One staff member will be in charge of checking the attendance line and daily attendance to call students who are not in school.

Research Cited: Nygreen, K. (2013). These kids: Identity, agency and social justice at a last chance high school. Chicago: University of Chicago Press.

Reeves, D. B. (2008). Improving student attendance. Educational Leadership. Pp. 90-91.

Schoeberlein, D. (2009). Mindful teaching and teaching mindfulness: A guide for anyone who teaches anything. Boston, MA: Wisdom Publications.

Wormelli, R. (2013). The collected writings (so far) of Rick Wormelli: Crazy good stuff I've learned about teaching along the way. Westerville, OH: Association for Middle Level Education.

Tier:

Activity - Attendance Line/Daily Attendance	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
With our new phone system, we were able to add an attendance line so parents and students can call in to record their absences. One staff member will check this line, daily, and also check our daily attendance on SDS. She will then call students who are absent to find out where they are and when they plan to return, encouraging them to be at school. Classroom teachers are expected to input their attendance daily.	Academic Support Program			09/03/2013	06/06/2014	\$0	No Funding Required	Cathleen Weaver, Tracy Wilkins, Jessica Walters, Bonnie Anderson, John Ley, Mary Sherwood

School Improvement Plan

CAP Adult and Alternative Education

Activity - Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A more viable, relevant hands-on curriculum, flexible schedule, caring teachers and staff who build relationships with students, one on one help from teachers, teachers and staff who hold students accountable for their absences, an available tutor to work one on one with students to meet their varied needs.	Academic Support Program			09/03/2013	06/06/2014	\$0	No Funding Required	Bonnie Anderson, John Ley, Mary Sherwood, Jessica Walters, Cathleen Weaver
Activity - Celebration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will work to encourage students to attend regularly with recognition of their hard work.	Academic Support Program			09/03/2013	06/06/2014	\$100	Other	Bonnie Anderson, John Ley, Mary Sherwood, Jessica Walters, Cathleen Weaver, Tracey Wilkins

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Support	A more viable, relevant hands-on curriculum, flexible schedule, caring teachers and staff who build relationships with students, one on one help from teachers, teachers and staff who hold students accountable for their absences, an available tutor to work one on one with students to meet their varied needs.	Academic Support Program			09/03/2013	06/06/2014	\$0	Bonnie Anderson, John Ley, Mary Sherwood, Jessica Walters, Cathleen Weaver
Attendance Line/Daily Attendance	With our new phone system, we were able to add an attendance line so parents and students can call in to record their absences. One staff member will check this line, daily, and also check our daily attendance on SDS. She will then call students who are absent to find out where they are and when they plan to return, encouraging them to be at school. Classroom teachers are expected to input their attendance daily.	Academic Support Program			09/03/2013	06/06/2014	\$0	Cathleen Weaver, Tracy Wilkins, Jessica Walters, Bonnie Anderson, John Ley, Mary Sherwood

Other

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Celebration	Staff will work to encourage students to attend regularly with recognition of their hard work.	Academic Support Program			09/03/2013	06/06/2014	\$100	Bonnie Anderson, John Ley, Mary Sherwood, Jessica Walters, Cathleen Weaver, Tracey Wilkins

Project Based Learning

Overview

Plan Name

Project Based Learning

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	Staff will work towards implementing multi-disciplinary project based learning to improve student achievement	Objectives: 1 Strategies: 1 Activities: 3	Academic	\$1600

Goal 1: Staff will work towards implementing multi-disciplinary project based learning to improve student achievement

Measurable Objective 1:

25% of All Students will demonstrate a proficiency Students will understand the content standards/objectives they need to reach and create a project to demonstrate this understanding. in English Language Arts by 06/05/2015 as measured by Students ability to demonstrate their understanding of course objectives in an authentic manner..

Strategy 1:

Project Based Learning - Teachers will collaborate to create multidisciplinary units that ask students to assess and learn specific goals/objectives and demonstrate them with an authentic project that connects all goals/objectives.

Research Cited: Schoeberlein, D. (2009). Mindful teaching and teaching mindfulness: A guide for anyone who teaches anything. Boston: Wisdom Publications.

Buck Institute of Education (2009). PBL Starter Kit: To-the-point advice, tools and tips for your first project in middle or high school. Novato, California: Buck Institute of Education.

Glaze, S. (2014). For effective schools, teamwork is not optional. Edutopia

OpenIDEO (2011). 7 Tips on better brainstorming. OpenIDEO BLOG

Tier: Tier 3

Activity - Community Engagement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will connect with the community to build partnerships with local businesses. Our hope is that we can find authentic community projects that our students can participate in.	Community Engagement		Getting Ready	08/01/2014	06/05/2015	\$0	No Funding Required	All staff members
Activity - Project Based Learning Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will participate in a two day professional development seminar on project based learning.	Professional Learning		Getting Ready	06/25/2014	06/26/2014	\$1600	Title II Part A	All staff
Activity - Collaborative Planning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will collaborate on a daily basis to build multidisciplinary project based units/lessons	Curriculum Development		Implement	07/30/2014	06/05/2015	\$0	No Funding Required	All Staff

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Collaborative Planning	Staff will collaborate on a daily basis to build multidisciplinary project based units/lessons	Curriculum Development		Implement	07/30/2014	06/05/2015	\$0	All Staff
Community Engagement	Staff will connect with the community to build partnerships with local businesses. Our hope is that we can find authentic community projects that our students can participate in.	Community Engagement		Getting Ready	08/01/2014	06/05/2015	\$0	All staff members

Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Project Based Learning Training	Staff will participate in a two day professional development seminar on project based learning.	Professional Learning		Getting Ready	06/25/2014	06/26/2014	\$1600	All staff