



School Improvement Plan

Clare Pioneer High School

Clare 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.

Improvement Plan Assurance

Introduction

During the 2018-2019 school year, schools will have two options for Goals and Plans. 1. Update Goals and Plans, if necessary, based on analysis of data and Program Evaluation; 2. Complete and upload the Abbreviated Goals and Plans template into ASSIST, based on analysis of data and Program Evaluation.

Improvement Plan Assurance

Label	Assurance	Response	Comment	Attachment
1.	Which option was chosen for Goals and Plans?	Goals and Plans in ASSIST	During the 2018-2019 school year, schools will have two options for Goals and Plans. 1. Update Goals and Plans, if necessary, based on analysis of data and Program Evaluation; 2. Complete and upload the Abbreviated Goals and Plans template into ASSIST, based on analysis of data and Program Evaluation. Please note that the Michigan school improvement process - Gather, Study, Plan, Do (Implement, Monitor, Evaluate, and Adjust) remains the same. It is only the documentation of the process that has been adjusted. Please refer to this link to download the Abbreviated Goals and Plans Template.	

Title I Schoolwide Diagnostic

Introduction

This diagnostic tool is aligned to requirements for Title I Schoolwide schools. The Comprehensive Needs Assessment must be completed prior to creating a new plan or annually updating an existing school improvement plan. Use the results of the Comprehensive Needs Assessment to develop Goals/Objectives/Strategies and Activities. Ensure that the Comprehensive Needs Assessment addresses all four types of data: student achievement data, school programs/process data, perceptions data (must include teachers and parents; student data is encouraged), and demographic data. The Comprehensive Needs Assessment must also take into account the needs of migratory children as defined in Title I, Part C, Section 1309(2).

Component 1: Comprehensive Needs Assessment

1. How was the comprehensive needs assessment process conducted?

The comprehensive needs assessment process was conducted by using Instructional Learning Cycle data, TABE data, attendance data, behavior data, IEP information and school student and staff surveys.

2. What were the results of the comprehensive needs assessment process? What information was concluded as a result of analyzing perception, student achievement, school programs/process, and demographic data?

The results indicated a need for increased literacy and mathematics focus in instruction, along with improving the culture and climate within our building. We need to improve on truancy and behavior problems, and seek out additional social support for our students.

3. How are the school goals connected to priority needs and the needs assessment process? It is clear that a detailed analysis of multiple types of data was conducted to select the goals.

School goals directly align to our comprehensive needs assessment, and all data indicators. Refer to school activities and strategies for specific resources.

4. How do the goals address the needs of the whole school population? How is special recognition paid to meeting the needs of children who are disadvantaged?

All students will be part of each goal and incorporation of all IEP's within the school program will align up with each goal as well.

Component 2: Schoolwide Reform Strategies

1. Describe the strategies in the schoolwide plan which focus on helping ALL students reach the State's standards.

Professional development focusing on mathematics, literacy, technology, career and college readiness, while enhancing the culture and climate of all students' experience at Pioneer High School. (Refer to strategies within each goal.) The district also started strategic planning with administration in four elements which include, Communication, Technology, Professional development, and Culture and Climate.

(Change this to correct titles.)

2. Describe how the research-based methods and strategies in the schoolwide plan increase the quality and quantity of instruction (which accelerates and enriches the curriculum).

Research indicated having strong learning targets and success criteria as part of each lesson. Breaking down unit plans into daily lessons that empowers each student will be a focus that aligns up on mathematics, literacy and technology.

3. Describe how the research-based reform strategies in the schoolwide plan align with the findings of the comprehensive needs assessment.

Findings of low literacy and mathematics scores is the driving force of instruction improvement that engages the learner and teaching professional. High righteous and supportive classes with one-on one mentoring and tutoring is a goal which will aid in reforming data for the 2018-2019 year.

4. Describe the strategies in the schoolwide plan which provide a level of INTERVENTIONS for students who need the most instructional support in all major subgroups participating in the schoolwide program.

The greatest intervention will be the approval of a modified schedule with built in tutoring and mentoring for the students at greatest risk. Seeking additional social support from community partnerships and introduction of college and career readiness into content will support each student. Having clear expectations of attendance and behavior introduced at orientation, will also provide the necessary support for students and parents to understand school policies and procedures.

5. Describe how the school determines if these needs of students are being met.

Weekly attendance review, online course progress, monthly mentoring and tutoring will determine if the improvement plans are effective.

Component 3: Instruction by Highly Qualified Staff

Label	Assurance	Response	Comment	Attachment
	1. Do all of the instructional paraprofessionals meet the NCLB requirements for highly qualified? Provide an assurance statement. If no, what is the number that is not highly qualified and what is being done to address this? NOTE: A schoolwide program must have all highly qualified instructional staff.	Yes		

Label	Assurance	Response	Comment	Attachment
	2. Do all of the teachers meet the NCLB requirements for highly qualified? Provide an assurance statement. If no, what is the number that is not highly qualified and what is being done to address this? NOTE: A schoolwide program must have all highly qualified instructional staff.	Yes		

Component 4: Strategies to Attract Highly Qualified Teachers

1. What is the school's teacher turnover rate for this school year?

One half-time teacher relocated and...(Put in what changes was made to staffing beside Danielle and Roy.)

2. What is the experience level of key teaching and learning personnel?

The current full time teacher is an effective teacher who has been with our district for over five years. The principal who is a highly qualified teacher has ten years experience in education. (List your education level-new Director.)

3. Describe the specific initiatives the SCHOOL has implemented to attract and retain high quality teachers regardless of the turnover rate.

We have contact with local colleges and have had guest student-teachers within the district. Our geographic area within the state of Michigan has proven difficult to find teachers to come to our rural schools.

4. Describe the specific initiatives the DISTRICT has implemented to attract and retain highly qualified teachers regardless of the turnover rate.

We have contact with local colleges and have had guest student-teachers within the district. Our geographic area within the state of Michigan has proven difficult to find teachers to come to our rural schools.

5. If there is a high turnover rate, what initiatives has the school implemented to attempt to lower the turnover rate of highly qualified teachers?

We have contact with local colleges and have had guest student-teachers within the district. Our geographic area within the state of Michigan has proven difficult to find teachers to come to our rural schools.

Component 5: High Quality and Ongoing Professional Development

1. Describe the professional learning that the staff will receive that is aligned with the comprehensive needs assessment process and the goals of the school improvement plan.

The professional learning that the staff will receive will incorporate increased literacy mathematics and technology focus. We will use strong learning targets within daily instruction and provide clear success criterion. *****(Insert in here the strategic planning initiatives that the district as a whole is working on. Steve Newkirk may be able to provide you minutes from PD Committee meetings.)

2. Describe how this professional learning is "sustained and ongoing."

We will have monthly meeting to discuss student data and progress, and the district will provide over 30 hours of professional development opportunity to staff in the 2018-2019 school year.

Label	Assurance	Response	Comment	Attachment
	3. The school's Professional Learning Plan is complete.	Yes		

Component 6: Strategies to Increase Parental Involvement

1. Describe how parents are (will be) involved in the design of the schoolwide plan.

All parents will be required to attend an orientation and will be made aware of quarterly progress reports that must be signed and returned. Parents are welcome to be involved in the progress of their child, and online tutoring for assistance will be offered to each parent.

2. Describe how parents are (will be) involved in the implementation of the schoolwide plan.

Parents are invited to the school improvement plan meetings, receive newsletter of district's strategic planning, and will be offered informational surveys through out the year.

3. Describe how parents are (will be) involved in the evaluation of the schoolwide plan.

Parents invited to school improvement meetings and be able to provide feedback via parent surveys through out the year.

Label	Assurance	Response	Comment	Attachment
	4. Does the school have a Title I Parent Involvement policy that addresses how the school carries out the required activities of ESEA Section 1118 (c) through (f)?	Yes		

5. Describe how the school is carrying out the activities outlined in ESEA Section 1118 (e) 1-5, 14 and (f).

The school is carrying out the activities outlined in ESEA Section 1118 (e) 1-5, 14 and (f) through parent workshops, classroom volunteers, and parent teacher conferences.

6. Describe how the parent involvement component of the schoolwide plan is (will be) evaluated.

The parent involvement component of the school wide plan is (will be) evaluated through evaluation of parents attendance to school improvement meetings and feedback from parental surveys.

7. Describe how the results of the evaluation are (will be) used to improve the schoolwide program.

The results of the evaluation are (will be) used to improve the school-wide program by evaluating parental attendance to functions and other

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strategies for parental involvement will be explored.

8. Describe how the school-parent compact is developed.

The school-parent compact is developed each year and communicated through our Student/parent Code of conduct Manuel.

9. Describe how the School-Parent Compact is used at elementary-level parent teacher conferences.

We are an alternative high school.

10. How is the School-Parent Compact shared with middle school or high school parents (depending on the grade span of the school)?

We inform parents of all stakeholders rights. We offer parent teacher conferences, and opportunities for them to be apart of their child's education.

Label	Assurance	Response	Comment	Attachment
	The School's School-Parent Compact is attached.	Yes	*****Note: Make sure you attach the updated 2018-2019 handbook here*****	

11. Describe how the school provides individual student academic assessment results in a language the parents can understand.

We have parent teacher conferences where we discuss student progress. We also offer meetings with the administrator to discuss progress.

Component 7: Preschool Transition Strategies

1. In what ways does the school connect with preschool age children more than a once a year visitation to the kindergarten classroom?

NA

2. What types of training does the school provide preschool parents and/or preschool teachers on the skills preschool age children will need when they enter kindergarten?

NA

Component 8: Teacher Participation in Making Assessment Decisions

1. How do teachers provide their input into the decisions regarding the use of school-based academic assessments?

Teachers provide input via evaluation responses and monthly meeting discussing best-practices.

2. How are teachers involved in student achievement data analysis for the purpose of improving the academic achievement of all students?

Teachers are involved in student achievement data analysis for the purpose of improving the academic achievement of all students by providing classroom/building Instructional Learning Cycle assessment that aligns with their content taught and blended-learning options provided to students.

Component 9: Timely and Additional Assistance to Students Having Difficulty Mastering the Standards

1. Describe the process to identify students who experience difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level.

Every student is given the TABE test to determine math and reading levels. We also follow an Individual Education Plan, (IEP) through "Career Cruising" to determine students academic ability. We have the option of determining if a student is a candidate for a personal curriculum in the 2018-2019 school year.

2. How is timely, effective, additional assistance provided to students who are experiencing difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level?

Since we are always monitoring the status of our students, we provide tutoring, mentoring and one-on-one instruction with students. We also offer credit recovery for students who are coming from other schools to offer them additional support in learning. We evaluate proficiency three time within a school year, fall, winter and spring.

3. How are students' individual needs being addressed through differentiated instruction in the classroom?

We tier instruction, and offer differentiated instruction to students with IEP and learning plans. We also provide tutoring, mentoring, and after school support for those at-risk students who need additional support.

Component 10: Coordination and Integration of Federal, State and Local Programs and Resources

1. In what ways are the programs coordinated and integrated toward the achievement of the schoolwide goals? Include a LIST of the State, local and Federal programs/resources that will be supporting the schoolwide program.

We are an alternative high school with 100% of our student who are considered "at-risk." We utilize local support programs for social support within our program, and share professional-staffing time with the primary, middle school, and high school.

2. Describe how the school will use the resources from Title I and other State, local and Federal sources to implement the ten required schoolwide components.

Complete yearly Comprehensive Needs Assessment and school improvement, plan and develop partnerships within the community and with all stakeholders, maintain highly qualified teachers, follow high quality professional development monthly and during the summer months, always searching out parent-involvement strategies, teacher involvement in school improvement, creation of instructional learning cycles, alternative education provider support, and violence prevention programs and nutrition programs offered at various times throughout the year

3. How does the school coordinate and integrate the following Federal, State and local programs and services in a manner applicable to the grade level to support achievement of the schoolwide goals: violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

We provide adult education, job training opportunities with both the alternative and adult education.

Evaluation:

1. Describe how the school evaluates, at least annually, the implementation of the schoolwide program.

We evaluate by budget reviews, data obtained in numerous forms, and adherence to the program components required.

2. Describe how the school evaluates the results achieved by the schoolwide program using data from the State's annual assessments and other indicators of academic achievement.

We use the State's annual assessments in teacher evaluations, student course placement, course and curriculum review, and goals needed for school improvement.

3. Describe how the school determines whether the schoolwide program has been effective in increasing the achievement of students who are furthest from achieving the standards.

We use quarterly instructional learning cycles, data collection three times a year, state assessments once a year, course completion and grades.

4. What process is followed by the school to revise the plan, as necessary, based on the evaluation, to ensure continuous improvement of students in the schoolwide program?

Continual data evaluation, course completion and course grades, along with surveys three times a year. We also include monthly school improvement meetings, and monthly administration meetings.

Title I Targeted Assistance Diagnostic

Introduction

This diagnostic tool is aligned to requirements for Title I Targeted Assistance schools. As described in sections 1111(b)(1), 1114 (b)(1)(A) and 1309(2) of the Elementary and Secondary Education Act (ESEA), the Comprehensive Needs Assessment (CNA) requirement is met by completing a School Data Analysis (SDA) and School Process Profile (SPP). The Comprehensive Needs Assessment must be completed prior to creating a new plan or annually updating an existing school improvement plan. Use the results of the Comprehensive Needs Assessment to develop Goals/Objectives/Strategies and Activities. Ensure that the Comprehensive Needs Assessment addresses all four types of data: student achievement data, school programs/process data, perceptions data (must include teachers and parents; student data is encouraged), and demographic data. The Comprehensive Needs Assessment must also take into account the needs of migratory children as defined in Title I, Part C, Section 1309(2).

Component 1: Needs Assessment

1. How was the comprehensive needs assessment process conducted?

The comprehensive needs assessment was completed by an orientation, quarterly instructional learning cycles, pre and post tests, staff, student and parent surveys, professional development monthly meeting surveys, staff meetings, school improvement meetings, open houses, state assessment review, and program analysis.

2. What process was used to identify children who are failing or most at risk of failing to meet the state core curriculum standards in the four core academic areas?

At the beginning of the school year, during winter term, and spring, assessments were conducted on all students enrolled to determine initial reading, language and mathematics levels, along with transcript review, and IEP review for each student. We also conducted quarterly instructional learning cycles focusing on individual core subject that included social studies, mathematics, English and Science during the entire school year. All data was recorded and scored by hand and a list of student names with scores was recorded. Pie charts were created to determine growth for the school year. Transcript review occurred at each quarter and students who met all of Michigan Merit curriculum standards and graduation requirements were exited from our program with a high school diploma.

3. List the multiple, educationally related, objective criteria established for the needs assessment process - consistent by grade level and content area - to identify children who are failing or most at risk of failing to meet the state core curriculum standards in the four core academic areas.

Being an alternative school many students are sent to us because they are behind in credits and are not progressing at a traditional high school. At the beginning of the school year, during winter term, and spring, assessments were conducted on all students enrolled to determine initial reading, language and mathematics levels, along with transcript review, and IEP review for each student. Students that are identified below grade levels are grouped for support and remedial services. My building had 70% of students that were not academically at ninth grade level, with a reading score that started at first grade level up to seventh grade level. Meetings were conducted monthly to focus on the targeted lowest bands of students, and instruction was modified, differentiated and enhanced to meet all students' needs. Remedial online courses were given to students to be able to work at their own pace with daily goals for completion given.

4. For schools with preschool through grade 2: Describe the identification process for preschool through grade 2 if it is based solely on criteria such as teacher judgment, interviews with parents and developmentally appropriate measures that determine which children are failing or most at risk of failing to meet the State's challenging content and student performance standards.

N/A

Component 2: Services to Eligible Students

1. Describe the Title I, Part A program services which are provided to ensure eligible children receive supplemental assistance in the four core academic areas.

One of the largest components is online credit recovery services for all grades and all core subject areas. Since we are a smaller school, class sizes are smaller which provides a great deal of daily one-on-one instruction to students exhibiting the greatest needs. We also offer after school learning labs monthly, which is one-on-one instruction, along with special education services for students with an IEP for two hours daily. Often times, teachers provide one-on-one instruction during their planning hours for struggling students, Parents are contacted and encouraged to be part of this process and meetings are held to review what is needed for content improvement. Field trips were scheduled to enhance learning in all four core subjects by obtaining grants from outside of school funding. We had weekly meetings scheduled with a school social worker to address barriers social and emotionally that prevented students from being successful in overall academics. All students met with the principal for transcript review, assessment results of reading, language and mathematics levels to create student awareness and to goal plan for each semester. Weekly meeting with students to discuss progress was conducted as well. Open houses were conducted per semester with report card review each quarter.

Component 3: Incorporated Into Existing School Program Planning

1. How is program planning for eligible students incorporated into the existing school improvement planning process?

Again, since we are a smaller school, all stakeholders are part of the school improvement process and planning for improvement involves best practices based on research, and resources that are available for the school year. We are able to interact with parents and students since the majority of our students are below grade levels and need remedial services. My building is not necessarily a title I building, but we conduct our planning much like a traditional high school focusing on how we can reach each student at the level they come to us at, and to provide quality instruction that will provide multiple years of growth so that they can get to the high school levels. Intervention services are written into the school improvement plan as part of our school year.

Component 4: Instructional Strategies

1. Which instructional strategies in the plan focus on helping eligible students reach the State's standards in the four core curriculum academic areas?

The strategies to support students who are farthest from the standards start with small group instructions, one-on-one instruction, differentiated, and modified to meet the level of each student. Time with individual students to stay after school for individual instruction in each content area is arranged by individual teachers and the principal, with a learning lab scheduled each month for additional academic support. Student who are enrolled in online credit recovery are monitored daily with progress discussed. Students identified as low levels receive differentiated instruction in each class/course, with two hours of special education support given daily for students with IEP's.

2. Identify the research-based methods and strategies in the plan that ensure effective methods will be utilized to improve overall student academic achievement.

During the 2016-2017 school year we have followed John Hattie, Douglas Fisher, and Nancy Frey, "Visible Learning for Mathematics and Literacy", along with Robert Marzano's, "Art and Science of Teaching." Strategies included instructional practices at the classroom level that started with unit and daily lesson planning that addresses implementing practices that work for our student demographics. We implemented initial assessment identification of reading, language and mathematic levels of students to be able to provide quality instruction at the level of each student. We also have identified the need for activities to include a weekly meeting with a social worker, and climate and culture building within our building.

3. Describe your extended (supplemental) learning program, including how it provides an accelerated quality curriculum.

The services introduced and academic and social interventions have proven to be "closing the gap" in achievement by data obtained through out the 2017-2018 school year. As mentioned earlier, being a small school allows us the opportunity for smaller class sizes with small group-instruction, and one-on -one instruction. Student peers and mentoring is a goal for 2017-2018 with aligning up upper classman with the lower classmen to provide an even greater difference in student learning. Students are responsible for self-reporting their grades with goal planning and review as part of the school year. Awareness of individual student academics levels is the beginning of how to close the gaps, and the principal and student action plans one-on one for the school year. There is daily monitoring in online courses, along with quarterly and semester monitoring of student progress that is conducted at classroom level by teachers and by the principal.

4. Describe how you ensure that students are rarely pulled from their regular classroom to receive supplemental instruction through extended learning opportunities.

Supplemental instruction is part of the overall classroom daily. .It starts with providing research from John Hattie's daily "Learning Targets," and "Success criteria" for each course. Small group instructions, one-on-one instruction, differentiated, and modified instructions are planned to meet the level of each student. Time with individual students to stay after school for individual instruction in each content area is arranged by individual teachers and the principal, with a learning lab scheduled each month for additional academic support. Student who are enrolled in online credit recovery are monitored daily with progress discussed. Students identified as low levels receive differentiated instruction in

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each class/course, with two hours of special education support given daily for students with IEP's.

Component 5: Title I and Regular Education Coordination

1. In what ways do ongoing coordination and integration occur between regular education and supplemental Title I, Part A programming - including services for children with Limited English Proficiency, if applicable?

We currently do not have any LEP/ELL students enrolled and being alternative high school, we do not have Title I staff.

2. For schools with kindergarten: Describe the school's transition plan for preschool age children that involves more than a once a year visitation to the kindergarten classroom.

NA

Component 6: Instruction by Highly Qualified Staff

Label	Assurance	Response	Comment	Attachment
	1. Do all of the Title I, Part A instructional paraprofessionals meet the NCLB requirements for highly qualified? Provide an assurance statement regarding this.	Yes	We currently do not have Title I, Part A instructional paraprofessionals.	

Label	Assurance	Response	Comment	Attachment
	2. Do all of the teachers meet the NCLB requirements for highly qualified? Provide an assurance statement regarding this.	Yes	All of our teachers meet the NCLB requirements for highly qualified.	

Component 7: High Quality and Ongoing Professional Development/Learning

1. What types of ongoing and sustained professional development/learning will the staff (teachers, principals, and paraprofessionals) receive to work with Title I Part A eligible children in the Targeted Assistance program or in the regular education program?

During the 2016-2017 school year we have followed John Hattie, Douglas Fisher, and Nancy Frey, "Visible Learning for Mathematics and Literacy", along with Robert Marzano's, "Art and Science of Teaching." Strategies included instructional practices at the classroom level that started with unit and daily lesson planning that addresses implementing practices that work for our student demographics. We implemented initial assessment identification of reading, language and mathematic levels of students to be able to provide quality instruction at the level of each student. We also have identified the need for activities to include a weekly meeting with a social worker, and climate and culture building within our building.

2. If appropriate, what types of ongoing and sustained professional development/learning will be provided to parents, pupil services personnel, and other staff who work with Title I Part A eligible children in the Targeted Assistance program or in the regular education program?

We work very hard to include parents in student action planning. We currently do not have any para-pros on staff. All staff involved in instruction is part of the Instructional Learning cycles we have each quarter and the sharing of data from fall, winter and spring assessments. All professional development addressed closing our achievement gaps and focuses on literacy and mathematics growth.

Label	Assurance	Response	Comment	Attachment
	3. Your school's professional development/learning plan or calendar is complete.	No	My school's professional development calendar is all set until the first of the year until January 2018. We have experienced a teacher lay-off and will re-structure our school year. Calendar has not been voted on and will be completed next month. Our focus is on Literacy and Mathematics and three book studies will be done throughout the year of 2017-2018. Depending on our teacher situation, professional development may need to be changed to meet the needs of staff changes, and that cannot be anticipated until another month.	

Component 8: Strategies to Increase Parental Involvement

1. How are parents involved in the design of the Targeted Assistance program plan?

Parents are part of the orientation process and data from our initial assessments are shared with them. We also have two open houses and provide progress reports each quarter. The principal and teachers meet with parents on an individual case for students who are identified at the highest need for assistance. Student action planning with goals is shared with parents along with invitations to various activities planned throughout the year to promote literacy. Parents are invited to be a part of the school improvement team with a survey and feedback taken for consideration. A continual review of student progress and growth is discussed quarterly and shared.

2. How are parents involved in the implementation of the Targeted Assistance program plan?

Parents are part of the orientation process and data from our initial assessments are shared with them. We also have two open houses and provide progress reports each quarter. The principal and teachers meet with parents on an individual case for students who are identified at the highest need for assistance. Student action planning with goals is shared with parents along with invitations to various activities planned throughout the year to promote literacy. Parents are invited to be a part of the school improvement team with a survey and feedback taken for consideration. A continual review of student progress and growth is discussed quarterly and shared.

Label	Assurance	Response	Comment	Attachment
	3. Are parents involved in the evaluation of the Targeted Assistance program plan? How are parents involved in the evaluation of the Targeted Assistance program plan?	Yes	Parents are part of the orientation process and data from our initial assessments are shared with them. We also have two open houses and provide progress reports each quarter. The principal and teachers meet with parents on an individual case for students who are identified at the highest need for assistance. Student action planning with goals is shared with parents along with invitations to various activities planned throughout the year to promote literacy. Parents are invited to be a part of the school improvement team with a survey and feedback taken for consideration.	

4. Describe how the parent involvement activities outlined in Section 1118 e (1)-(5) and (14) and Section 1118 (f) are implemented.

Parents are part of the orientation process and data from our initial assessments are shared with them. We also have two open houses and provide progress reports each quarter. The principal and teachers meet with parents on an individual case for students who are identified at the highest need for assistance. Meetings are scheduled and the school website is updated weekly. Various letters are sent to parents and invitations to events for improvement review.

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5. Describe how the parent involvement activities are evaluated.

Parent feedback is provided at events and exit surveys are planned to be provided in the 2017-2018 school year as a way to improve parental involvement. We notify parents of school improvement meetings and they are invited to the orientation process and kept informed through our school website, calls planned for 2017-2018, and newsletters. We do not currently have a PTO group, but we visit with parents on almost a daily basis throughout the school year. We also plan to increase our parent surveys to each semester.

6. Describe how the school-parent compact is developed.

Our school-parent compact is established and part of our schools handbook and improved upon each year. Parental input on procedures throughout the year is valuable and taken into consideration when any policy changes are addressed. Being an alternative school, many students are living with guardians or may be considered their own guardian, so all stakeholders input is part of the compact and provided as a basis during the registration and orientation process. Parental survey assists to guide any suggested change that may occur through the compact.

Label	Assurance	Response	Comment	Attachment
	7. Do you have a Title I School-Parent Compact?	No	Our school -parent compact is part of our school handbook and it given and reviewed during registration. The development of an individual Compact will be done and provided to parents for individual review during the 2017-2018 school year.	

8. How does the school provide individual student academic assessment results in a language parents can understand?

Our website includes user friendly language and includes an academic link to graduation requirements, monthly announcements, and links to state assessments. Letters are sent out to parents to inform them on state assessments using language that is understandable for all. We currently do not have any ELA students. We offer progress reports and grade review during each quarter.

Label	Assurance	Response	Comment	Attachment
	9. Does the school have a Title I Parental Involvement Policy/Plan?	No	Parent involvement is part of our school handbook and we provide every effort to include them in decision making, academic awareness and active participation.	

10. Describe how the parent compact is used at elementary-level parent teacher conferences.

N/A

Component 9: Coordination of Title I and Other Resources

1. Describe how the Federal, State and local programs are coordinated and integrated to serve eligible children.

Our program serves eligible children by us as a district/school having a clear focus on literacy and mathematics for the school year, having high expectations for students and staff; An environment focused on learning for all subjects; Strong leadership; Solid curriculum, instruction, and assessments aligned with standards; High-quality professional development; A collaborative spirit and collaborative structures; Meaningful parental involvement; and A commitment to continuous review and improvement. We have community partners that will send school supplies for our students as well as meet their needs with clothing and out-door wear for our Michigan weather. We have volunteer groups that will come in weekly to meet the "social-emotional" needs of our students as a group, and individually. Our RESD has provided an online algebra support curriculum that we will begin using in 2017-2018, along with parental support in a field trip opportunity and one-on-one academic support.

2. Describe how the plan demonstrates coordination and integration of Federal, State and local programs and services in a manner applicable to the grade levels of the school: violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Our school has a nutrition program that aligns up with our district, (Free or Reduced lunch, breakfast programs.) The violence prevention program in place includes weekly scheduled social worker to interact with all students, and local groups that meet one-on one with individual students. Our school has a separate adult education that also provides opportunities for our alternative students to receive support programs from the Michigan Works! that we partner with. Our students are eligible to attend CTE courses at our RESD, and we have school- to-work opportunities with many of our students holding part-time jobs within the area. We plan on broadening the job training opportunities during the 2017-2018 school year with seeking additional apprenticeship in careers where there is an identified shortage in Michigan.

Component 10: Ongoing Review of Student Progress

1. Describe how the progress of participating students is reviewed on an ongoing basis.

At the beginning of the school year, during winter term, and spring, assessments were conducted on all students enrolled to determine initial reading, language and mathematics levels, along with transcript review, and IEP review for each student. Students that are identified below grade levels are grouped for support and remedial services. Meetings were conducted monthly to focus on the targeted lowest bands of students, and instruction was modified, differentiated and enhanced to meet all students' needs. Remedial online courses were given to students to be able to work at their own pace with daily goals for completion given. All students met with the principal for transcript review, assessment results of reading, language and mathematics levels to create student awareness and to goal plan for each semester. We also conducted quarterly instructional learning cycles focusing on individual core subject that included social studies, mathematics, English and Science during the entire school year. All data was recorded and scored by hand and a list of student names with scores was recorded. Pie charts were created to determine growth for the school year. Transcript review occurred at each quarter and students who met all of Michigan Merit curriculum standards and graduation requirements.

2. Describe how the Targeted Assistance program is revised to provide supplemental learning opportunities that enable participating children to meet the State's challenging student achievement standards.

We begin with the initial assessment of where students are at in their reading, language and mathematics. We look at who is enrolled because our population is transient and varies year to year. We open up our school to schools-of-choice students, and students transfer to our school throughout the entire school year. We identify the grouping of students that are targeted for growth at the lowest levels to provide services for reading and remedial mathematics. We also have one-on-one tutoring by the principal and teachers, with a monthly learning lab schedule to assist students outside of school hours. The principal is available on the weekends and parents have texted for assistance in online courses.

3. Describe how teachers have been trained to identify students who need additional assistance or how to implement student achievement standards in the classroom based on the review of student progress.

During the 2016-2017 school year we have followed John Hattie, Douglas Fisher, and Nancy Frey, "Visible Learning for Mathematics and Literacy", along with Robert Marzano's, "Art and Science of Teaching." Strategies included instructional practices at the classroom level that started with unit and daily lesson planning that addresses implementing practices that work for our student demographics. We implemented initial assessment identification of reading, language and mathematics levels of students to be able to provide quality instruction at the level of each student. We also have identified the need for activities to include a weekly meeting with a social worker, and climate and culture building within our building. Daily engaging strategies are implemented as part of lesson planning and provide students to work in small groups or one-on-one with the teacher. Differentiating instruction and providing students the opportunity to have lessons at their Lexile level is part of professional development planned for the 2017-2018 school year.

Evaluation

NOTE: This is NOT a Targeted Assistance Plan Rubric Requirement---but it IS part of the process of Continuous School Improvement. This has been patterned after the Schoolwide Plan requirements, and it fulfills PA 25 requirements for an annual review of the plan.

1. Describe how the school evaluates the implementation of the Targeted Assistance program at least annually.

Since we are a smaller school, we use the MDE Program Evaluation Tool and Program Implementation Tool as a guide and all stakeholders are part of the school improvement process and planning for improvement involves best practices based on research, and resources that are available for the school year. We are able to interact with parents and students since the majority of our students are below grade levels and need remedial services. My building is not necessarily a title I building, but we conduct our planning much like a traditional high school focusing on how we can reach each student at the level they come to us at, and to provide quality instruction that will provide multiple years of growth so that they can get to the high school levels. Intervention services are written into the school improvement plan as part of our school year. We look at the growth patterns throughout the year to plan instruction and course offering going into the next year. We also review best practices that occurred through the year and change/improve on areas that did not demonstrate growth during the year.

2. Describe how the school evaluates the results achieved by the Targeted Assistance program using data from the State's annual assessments and other indicators of academic achievement.

We use the MDE Program Evaluation Tool and Program Implementation Tool as a guide, especially when we see growth, but still desire to improve upon best practices. We recently discovered that this year students were especially low -level readers and required an online program that would improve their language and reading skills as part of their course structure. Student support when identified-properly, is effective and we have found that the small groups and one-on-one has demonstrated the greatest results in student growth.

3. Describe how the school determines whether the Targeted Assistance program has been effective in increasing the achievement of eligible students who are furthest from achieving the standards.

At the beginning of the school year, during winter term, and spring, assessments was conducted on all students enrolled to determine initial reading, language and mathematic levels, along with transcript review, and IEP review for each student. Students that are identified below grade levels are grouped for support and remedial services. Meetings were conducted monthly to focus on the targeted lowest bands of students, and instruction was modified, differentiated and enhanced to meet all students' needs. Remedial online courses were given to students to be able to work at their own pace with daily goals for completion given. All students met with the principal for transcript review, assessment results of reading, language and mathematics levels to create student awareness and to goal plan for each semester. We also conducted quarterly instructional learning cycles focusing on individual core subject that included social studies, mathematics, English and Science during the entire school year. All data is recorded and scored by hand and a list of student names with scores was recorded. Pie charts were created to determine growth for the school year. Transcript review occurred at each quarter and students who met all of Michigan Merit curriculum standards and graduation requirements.

4. Describe the process that is followed by the school to revise the plan, as necessary, based on the evaluation, to ensure continuous improvement of eligible students in the Targeted Assistance program.

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Data obtained from initial assessments in reading, language and mathematics along with quarterly instructional learning cycles are analyzed for growth patterns and instruction can be modified immediately during the quarter. Continuous improvement is a mind-set and students are identifies as soon as they are enrolled to offer the greatest level of support.

Plan for School Improvement Plan (Goals) 2017-2018

Overview

Plan Name

Plan for School Improvement Plan (Goals) 2017-2018

Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students at Pioneer High School will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level.	Objectives: 1 Strategies: 3 Activities: 8	Academic	\$140000
2	All students at Pioneer High School will use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	Objectives: 1 Strategies: 2 Activities: 4	Organizational	\$6000
3	All students at Pioneer High School will make sense of problems and persevere in solving them.	Objectives: 1 Strategies: 3 Activities: 5	Academic	\$10250
4	All students who attend Clare Pioneer will be Career and College Ready.	Objectives: 1 Strategies: 3 Activities: 8	Organizational	\$23800

Goal 1: All students at Pioneer High School will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level.

Status	Progress Notes	Created On	Created By
N/A	During 2016-2017 year Instructional learning cycle created. This is an activity that was added.	May 18, 2017	Mrs. Georgette Kelley

Measurable Objective 1:

100% of Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency of >85% in Reading by 06/10/2022 as measured by state and local assessments .

Strategy 1:

Best Practice Instruction - Teachers at Pioneer High School will incorporate technology into daily instruction. The technology will help teachers differentiate and individualize instruction with an emphasis on literacy and social studies content. Thinking Maps will continue to be utilized to assist students with concept mapping in relation to literacy skills.

Category: Career and College Ready

Research Cited: Supporting active learning and example based instruction with classroom technology Proceedings of the 38th SIGCSE technical symposium on Computer science education Pages 69-73 ACM New York, NY, USA 2007 doi>10.1145/1227310.1227338

"The contributions of the paper are in showing how classroom technology can be used to support pedagogical choices, as well as emphasizing the value of having clear pedagogical goals when incorporating a new technology in the classroom. We believe the application of technology as illustrated in this work could bring similar benefits to the instruction in other disciplines."

Tier: Tier 1

Activity - Explicit Vocabulary Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will continue to implement explicit vocabulary instruction to improve student comprehension and literacy skills. We will also create an Instructional Learning Cycle using vocabulary words.	Direct Instruction	Tier 1	Monitor	08/21/2017	06/10/2022	\$0	No Funding Required	All Staff

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Activity - Thinking Maps Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will continue to use Thinking Maps to teach students concept related to social studies curriculum and literacy skills.	Direct Instruction	Tier 1		08/21/2017	06/10/2022	\$0	No Funding Required	All Staff

Activity - College and Career Readiness	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Pioneer High School will offer intervention for Clare High School students who are behind in credits. This activity includes all alternative ed program teaching staff at Pioneer as well as the programming. The program will be an in-district credit recovery with shared programming with Clare High School. This Career and College Readiness intervention is shared across all goal areas.	Academic Support Program	Tier 2	Monitor	09/08/2015	06/10/2022	\$130000	Section 31a	Principal and teaching staff

Strategy 2:

Professional Development - Clare Pioneer Alternative Education staff will participate in on-going, systematic, research-based professional development with the evidence ties to increased student achievement in social studies and cross-curricular literacy skills as well as creating a positive student learning environment and successful mindset.

Category: Learning Support Systems

Research Cited: Büttner, O. (2014). Visual Attention and Goal Pursuit Deliberative and Implemental Mindsets Affect Breadth of Attention. *Personality and Social Psychology Bulletin*, 40(10). Retrieved from <http://psp.sagepub.com/content/40/10/1248.abstract>

"Mindset theory suggests that a deliberative mindset entails openness to information in one's environment, whereas an implemental mindset entails filtering of information. We hypothesized that this open- versus closed-mindedness influences individuals' breadth of visual attention. In Studies 1 and 2, we induced an implemental or deliberative mindset, and measured breadth of attention using participants' length estimates of x-winged Müller-Lyer figures. Both studies demonstrate a narrower breadth of attention in the implemental mindset than in the deliberative mindset. In Study 3, we manipulated participants' mindsets and measured the breadth of attention by tracking eye movements during scene perception. Implemental mindset participants focused on foreground objects, whereas deliberative mindset participants attended more evenly to the entire scene. Our findings imply that deliberative versus implemental mindsets already operate at the level of visual attention."

Tier: Tier 1

SY 2018-2019

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Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will attend Professional Development and utilize what is learned in the classroom.	Professional Learning	Tier 1	Implement	09/08/2015	06/10/2022	\$2000	Title II Part A	All Staff

Activity - Mindset Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Based off of staff perception data, staff will attend Professional Development focused on teacher collaboration, mentoring, and coaching. This will be provided to staff as an ongoing and systemic approach via Dr. Mike Thompson and his success and mindset training.	Professional Learning	Tier 1	Implement	09/08/2015	06/10/2022	\$0	No Funding Required	All Staff

Activity - MAEO Conference	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will attend the Michigan Alternative Education Organization conference to explore increasing student achievement for at-risk students.	Professional Learning	Tier 1	Monitor	09/08/2015	06/10/2022	\$2000	Title II Part A	All Staff

Strategy 3:

Extended Learning Time - Students will be offered extended learning time opportunities that are individualized to their specific learning needs. This will include offering all students Summer School, online learning classes, and credit recovery options.

Category: Technology

Research Cited: Getting Students More Learning Time Online: Distance Education in Support of Expanded Learning Time in K-12 Schools

by: C. Cavanaugh (May 2009) pg 24 "Internal and external forces are simultaneously transforming elementary and secondary education. Complementary changes within the K-12 education community are

sweeping schools in the form of one-to-one computing, online learning for students and teachers, and differentiated instruction. Students can choose from among

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schools, courses, and powerful educational tools and resources that never before existed. As a result, education for many students today bears little resemblance to their parents' education. This transformation is a positive change when students are connected with the tools and opportunities that meet their individual needs."

Tier: Tier 2

Activity - Summer Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All at-risk students will be offered Summer School in which they will participate in credit recovery in an online format.	Technology , Academic Support Program	Tier 2	Monitor	06/08/2015	06/10/2022	\$2000	Section 31a	Summer School staff and Principal

Activity - Credit Recovery	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be offered credit recovery options in an online learning format.	Technology , Academic Support Program	Tier 2	Monitor	09/08/2015	06/10/2022	\$4000	Title VI Part B	All Staff

Goal 2: All students at Pioneer High School will use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Measurable Objective 1:

demonstrate a behavior of using technology to produce ,publish, and collaborate with others by 06/10/2022 as measured by student work samples .

Strategy 1:

Best Practice Instruction - Teachers at Pioneer High School will incorporate technology into daily instruction. The technology will help teachers differentiate and

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individualize instruction with an emphasis on literacy and writing. Thinking Maps will continue to be utilized to assist students with concept mapping in relation to writing.

Category: Career and College Ready

Research Cited: Supporting active learning and example based instruction with classroom technology Proceedings of the 38th SIGCSE technical symposium on Computer science education Pages 69-73 ACM New York, NY, USA 2007 doi>10.1145/1227310.1227338

"The contributions of the paper are in showing how classroom technology can be used to support pedagogical choices, as well as emphasizing the value of having clear pedagogical goals when incorporating a new technology in the classroom. We believe the application of technology as illustrated in this work could bring similar benefits to the instruction in other disciplines."

Tier: Tier 1

Activity - Integrated Technology for Differentiation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will utilize technology to differentiate and individualize classroom instruction.	Direct Instruction	Tier 1	Monitor	09/08/2015	06/10/2022	\$0	No Funding Required	All Staff

Activity - Thinking Maps Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will continue to use Thinking Maps to teach students concepts mapping prior to producing writing pieces.	Direct Instruction	Tier 1	Monitor	09/08/2015	06/10/2022	\$0	No Funding Required	All Staff

Strategy 2:

Extended Learning Time - Students will be offered extended learning time opportunities that are individualized to their specific learning needs. This will included offering all students Summer School, online learning classes, and credit recovery options.

Category: Technology

Research Cited: Getting Students More Learning Time Online: Distance Education in Support of Expanded Learning Time in K-12 Schools

by: C. Cavanaugh (May 2009) pg 24

"Internal and external forces are simultaneously transforming elementary and secondary education. Complementary changes within the K-12 education community are sweeping schools in the form of one-to-one computing, online learning for students and teachers, and differentiated instruction. Students can choose from among schools, courses, and powerful educational tools and resources that never before existed. As a result, education for many students today bears little resemblance to

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their parents' education. This transformation is a positive change when students are connected with the tools and opportunities that meet their individual needs."

Tier: Tier 2

Activity - Summer Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All at-risk students will be offered Summer School in which they will participate in credit recovery in an online format.	Technology , Academic Support Program	Tier 2	Monitor	06/08/2015	06/10/2022	\$2000	Section 31a	Summer School staff and principal

Activity - Credit Recovery	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be offered credit recovery options in an online learning format.	Technology , Academic Support Program	Tier 2	Monitor	09/08/2015	06/10/2022	\$4000	Title VI Part B	All Staff

Goal 3: All students at Pioneer High School will make sense of problems and persevere in solving them.

Measurable Objective 1:

100% of Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency of >85% in Mathematics by 06/10/2022 as measured by state and local assessments .

Strategy 1:

Project-Based Learning - Staff will utilize project-based learning opportunities in the classroom. This will include solving authentic real-world problems in both

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mathematics and science as well as cross-curricular investigations.

Category: Career and Technical Education(CTE)

Research Cited: Motivating Project-Based Learning: Sustaining the Doing, Supporting the Learning DOI:10.1080/00461520.1991.9653139

Phyllis C. Blumenfeld, Elliot Soloway, Ronald W. Marx, Joseph S. Krajcik, Mark Guzdial & Annemarie Palincsar

pages 369-398 Published online: 21 Nov 2011

"Project-based learning is a comprehensive approach to classroom teaching and learning that is designed to engage students in investigation of authentic problems. We present an argument for why projects have the potential to help people learn; indicate factors in project design that affect motivation and thought; examine difficulties that students and teachers may encounter with projects; and describe how technology can support students and teachers as they work on projects, so that motivation and thought are sustained."

Tier: Tier 1

Activity - Hoophouse	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will conduct experiments and hold class sessions in the campus HoopHouse. These experiments will be cross-curricular in nature and include community involvement projects, scientific and mathematical reasoning and real-world problem-solving. This innovative addition to the program will improve student attendance, achievement, and motivation.	Community Engagement, Academic Support Program	Tier 1	Implement	09/08/2015	06/10/2022	\$2000	General Fund	All staff

Strategy 2:

Professional Development - Clare Pioneer Alternative Education staff will participate in on-going, systematic, research-based professional development with the evidence ties to increased student achievement in science and math.

Category: Career and College Ready

Research Cited: Promoting Student Learning Through Questioning: A Study of Classroom Questions. Edwards, Sandra; Bowman, Mary Ann

Journal on Excellence in College Teaching, v7 n2 p3-24 1996

"A study found that questions asked by teachers and the instructional format in which they were asked influenced the frequency and level of student questioning. It was concluded that improved classroom questioning strategies may contribute to development of higher cognitive skills."

Tier: Tier 1

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Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will attend Professional Development and utilize what is learned in the classroom.	Professional Learning	Tier 1	Implement	09/08/2015	06/10/2022	\$2000	Title II Part A	All staff

Activity - Book Study	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Our team will be assigned readings throughout the school year, focusing on creating and fostering a growth mindset in our at-risk students. This professional learning will be cross-curricular but help students develop perseverance and problem-solving skills.	Professional Learning	Tier 1	Monitor	09/08/2015	06/10/2022	\$250	Title II Part A	All Staff

Strategy 3:

Extended Learning Time - Students will be offered extended learning time opportunities that are individualized to their specific learning needs. This will included offering all students Summer School, online learning classes, and credit recovery options.

Category: Career and College Ready

Research Cited: Getting Students More Learning Time Online: Distance Education in Support of Expanded Learning Time in K-12 Schools

by: C. Cavanaugh (May 2009) pg 24

"Internal and external forces are simultaneously transforming elementary and secondary education. Complementary changes within the K-12 education community are sweeping schools in the form of one-to-one computing, online learning for students and teachers, and differentiated instruction. Students can choose from among schools, courses, and powerful educational tools and resources that never before existed. As a result, education for many students today bears little resemblance to their parents' education. This transformation is a positive change when students are connected with the tools and opportunities that meet their individual needs."

Tier: Tier 2

Activity - Summer Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All at-risk students will be offered Summer School in which they will participate in credit recovery in an online format.	Technology , Academic Support Program	Tier 2	Monitor	06/08/2015	06/10/2022	\$2000	Section 31a	Summer School staff and principal

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Activity - Credit Recovery	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be offered credit recovery options in an online learning format.	Technology , Academic Support Program	Tier 2	Monitor	06/08/2015	06/10/2022	\$4000	Title VI Part B	All Staff

Goal 4: All students who attend Clare Pioneer will be Career and College Ready.

Measurable Objective 1:

demonstrate a behavior of improved daily attendance by 06/10/2022 as measured by > 80% weekly attendance rate and a reduction in the number of suspensions and expulsions.

Strategy 1:

Improved Attendance - Improved Attendance - Staff will monitor daily student attendance. This will be done on an individual basis with every students daily attendance evaluated. Absenteeism will be closely monitored. Attendance rewards and contracts will in be place to improve the weekly attendance rate.

Category: School Culture

Research Cited: Research On School Attendance And Student Achievement: A Study Of Ohio Schools Roby, Douglas E. Educational Research Quarterly, v28 n1 p3-16 Sep 2004

"This study suggests there is a statistically significant relationship between student attendance and student achievement in The correlation of student attendance and student achievement is moderate to strong,"

Tier: Tier 1

Activity - Attendance Contracts and Rewards Systems	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers and administrators will conduct necessary phone calls to the appropriate parent / guardians when attendance issue arise. When necessary attendance contracts will be implemented. Staff will also include in their instruction the attendance and expectations of major employers in the area. A systematic attendance rewards chart will be utilized to motivate students.	Career Preparation /Orientation	Tier 1	Monitor	09/08/2015	06/10/2022	\$2000	General Fund	All Staff
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Activity - Administrator Interview of Prospective Students	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The principal will meet with prospective students and their parent(s) to review school/student expectations to better prepare learners for success within the alternative program.	Recruitment and Retention	Tier 1	Monitor	09/08/2015	06/10/2022	\$0	No Funding Required	Building Principal

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The administrator and administrative assistant will attend pupil Accounting and Powerschool workshops to better track attendance and graduation rates of Pioneer students.	Professional Learning	Tier 1	Implement	06/17/2016	07/02/2018	\$1800	Title II Part A	Administrator and Administrative Assistant

Strategy 2:

Social Supports for Students - Staff will make referrals to outside agency for social supports as needed. A school social worker will also be on staff to assist students.

Category: School Culture

Research Cited: Why do high school students lack motivation in the classroom? Toward an understanding of academic amotivation and the role of social support.

Legault, Lisa; Green-Demers, Isabelle; Pelletier, Luc Journal of Educational Psychology, Vol 98(3), Aug 2006, 567-582. <http://dx.doi.org/10.1037/0022-0663.98.3.567>

"Evidence for a model of the relationships among social support (from parents, teachers, and friends), amotivation, and academic outcomes (e.g., achievement, academic self-esteem, intention to drop out)."

Tier: Tier 2

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Activity - School Social Worker	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School social worker, Sean Theisen, will have a schedule to meet with all Clare Pioneer alternative education students on a weekly basis if necessary.	Behavioral Support Program	Tier 2	Monitor	09/08/2015	06/10/2022	\$20000	Section 31a	Social Worker

Activity - Outside Agency Referrals	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will work in conjunction with the social worker to connect students to outside agencies as the need arises. These agencies can offer programs to help Pioneer students overcome any barriers to their education.	Behavioral Support Program	Tier 2	Monitor	09/08/2015	06/10/2022	\$0	No Funding Required	All staff and social worker

Activity - Behavioral Support Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will attend on-going, systematic, and research-based professional development with the evidence tied to improved student behavior. In addition, staff will be participating in an on-going book study using Carol Dweck, Mindset: The New Psychology of Success and sharing our learning.	Behavioral Support Program, Professional Learning	Tier 2	Implement	09/08/2015	06/10/2022	\$0	No Funding Required	All Staff

Strategy 3:

Improved Graduation Rates and Employability Skills - Staff will be monitoring student graduation progress. Students will track their progress every 9 weeks (minimum) and progress reports get mailed home to communicate graduation standings. Staff will also hold career and employability skills workshops to teach students how to be successful in the workplace.

Category: Career and College Ready

Research Cited: Embedding employability into the curriculum Yorke, Mantz; Knight, Peter T. 28 p.

http://www.heacademy.ac.uk/assets/documents/employability/id460_embedding_employability_into_the_curriculum_338.pdf

"Research indicates that embedding employability into a curricula produces more well-rounded students. It is therefore of particular relevance to colleagues who are designing new curricula or are considering how existing curricula might be 'tuned' in order to accentuate the potential of their programmes to develop students'

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employability"

Tier: Tier 1

Activity - Progress Reviews	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The principal and staff will review students' graduation progress and grade standings at a minimum every 9 weeks. These progress standings reports will be mailed home to parents. This will help make sure students are on track to graduate, improve graduation rates, and determine the need for credit recovery.	Academic Support Program	Tier 1	Monitor	09/08/2015	06/10/2022	\$0	No Funding Required	All Staff

Activity - Employability Workshops	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will explicitly teach employability and real-world skills for the workplace. Students will have community business present to them as well as potential field trips to outside business in order to expose them to potential career pathways.	Career Preparation /Orientation	Tier 1	Implement	09/08/2015	06/10/2022	\$0	No Funding Required	All staff

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Section 31a

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Summer Program	All at-risk students will be offered Summer School in which they will participate in credit recovery in an online format.	Technology , Academic Support Program	Tier 2	Monitor	06/08/2015	06/10/2022	\$2000	Summer School staff and principal
Summer Program	All at-risk students will be offered Summer School in which they will participate in credit recovery in an online format.	Technology , Academic Support Program	Tier 2	Monitor	06/08/2015	06/10/2022	\$2000	Summer School staff and Principal
School Social Worker	School social worker, Sean Theisen, will have a schedule to meet with all Clare Pioneer alternative education students on a weekly basis if necessary.	Behavioral Support Program	Tier 2	Monitor	09/08/2015	06/10/2022	\$20000	Social Worker
College and Career Readiness	Pioneer High School will offer intervention for Clare High School students who are behind in credits. This activity includes all alternative ed program teaching staff at Pioneer ad well as the programming. The program will be an in-district credit recovery with shared programming with Clare High School. This Career and College Readiness intervention is shared across all goal areas.	Academic Support Program	Tier 2	Monitor	09/08/2015	06/10/2022	\$130000	Principal and teaching staff
Summer Program	All at-risk students will be offered Summer School in which they will participate in credit recovery in an online format.	Technology , Academic Support Program	Tier 2	Monitor	06/08/2015	06/10/2022	\$2000	Summer School staff and principal

Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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School Improvement Plan

Clare Pioneer High School

Book Study	Our team will be assigned readings throughout the school year, focusing on creating and fostering a growth mindset in our at-risk students. This professional learning will be cross-curricular but help students develop perseverance and problem-solving skills.	Professional Learning	Tier 1	Monitor	09/08/2015	06/10/2022	\$250	All Staff
MAEO Conference	Staff will attend the Michigan Alternative Education Organization conference to explore increasing student achievement for at-risk students.	Professional Learning	Tier 1	Monitor	09/08/2015	06/10/2022	\$2000	All Staff
Professional Development	Staff will attend Professional Development and utilize what is learned in the classroom.	Professional Learning	Tier 1	Implement	09/08/2015	06/10/2022	\$2000	All staff
Professional Development	The administrator and administrative assistant will attend pupil Accounting and Powerschool workshops to better track attendance and graduation rates of Pioneer students.	Professional Learning	Tier 1	Implement	06/17/2016	07/02/2018	\$1800	Administrator and Administrative Assistant
Professional Development	Staff will attend Professional Development and utilize what is learned in the classroom.	Professional Learning	Tier 1	Implement	09/08/2015	06/10/2022	\$2000	All Staff

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Attendance Contracts and Rewards Systems	Teachers and administrators will conduct necessary phone calls to the appropriate parent / guardians when attendance issue arise. When necessary attendance contracts will be implemented. Staff will also include in their instruction the attendance and expectations of major employers in the area. A systematic attendance rewards chart will be utilized to motivate students.	Career Preparation /Orientation	Tier 1	Monitor	09/08/2015	06/10/2022	\$2000	All Staff
Hoophouse	Staff will conduct experiments and hold class sessions in the campus HoopHouse. These experiments will be cross-curricular in nature and include community involvement projects, scientific and mathematical reasoning and real-world problem-solving. This innovative addition to the program will improve student attendance, achievement, and motivation.	Community Engagement, Academic Support Program	Tier 1	Implement	09/08/2015	06/10/2022	\$2000	All staff

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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School Improvement Plan

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Behavioral Support Professional Development	Staff will attend on-going, systematic, and research-based professional development with the evidence tied to improved student behavior. In addition, staff will be participating in an on-going book study using Carol Dweck, Mindset: The New Psychology of Success and sharing our learning.	Behavioral Support Program, Professional Learning	Tier 2	Implement	09/08/2015	06/10/2022	\$0	All Staff
Employability Workshops	Teachers will explicitly teach employability and real-world skills for the workplace. Students will have community business present to them as well as potential field trips to outside business in order to expose them to potential career pathways.	Career Preparation /Orientation	Tier 1	Implement	09/08/2015	06/10/2022	\$0	All staff
Administrator Interview of Prospective Students	The principal will meet with prospective students and their parent(s) to review school/student expectations to better prepare learners for success within the alternative program.	Recruitment and Retention	Tier 1	Monitor	09/08/2015	06/10/2022	\$0	Building Principal
Progress Reviews	The principal and staff will review students' graduation progress and grade standings at a minimum every 9 weeks. These progress standings reports will be mailed home to parents. This will help make sure students are on track to graduate, improve graduation rates, and determine the need for credit recovery.	Academic Support Program	Tier 1	Monitor	09/08/2015	06/10/2022	\$0	All Staff
Thinking Maps Instruction	Teachers will continue to use Thinking Maps to teach students concept related to social studies curriculum and literacy skills.	Direct Instruction	Tier 1		08/21/2017	06/10/2022	\$0	All Staff
Explicit Vocabulary Instruction	Teachers will continue to implement explicit vocabulary instruction to improve student comprehension and literacy skills. We will also create an Instructional Learning Cycle using vocabulary words.	Direct Instruction	Tier 1	Monitor	08/21/2017	06/10/2022	\$0	All Staff
Mindset Professional Development	Based off of staff perception data, staff will attend Professional Development focused on teacher collaboration, mentoring, and coaching. This will be provided to staff as an ongoing and systemic approach via Dr. Mike Thompson and his success and mindset training.	Professional Learning	Tier 1	Implement	09/08/2015	06/10/2022	\$0	All Staff
Integrated Technology for Differentiation	Staff will utilize technology to differentiate and individualize classroom instruction.	Direct Instruction	Tier 1	Monitor	09/08/2015	06/10/2022	\$0	All Staff
Thinking Maps Instruction	Teachers will continue to use Thinking Maps to teach students concepts mapping prior to producing writing pieces.	Direct Instruction	Tier 1	Monitor	09/08/2015	06/10/2022	\$0	All Staff
Outside Agency Referrals	Staff will work in conjunction with the social worker to connect students to outside agencies as the need arises. These agencies can offer programs to help Pioneer students overcome any barriers to their education.	Behavioral Support Program	Tier 2	Monitor	09/08/2015	06/10/2022	\$0	All staff and social worker

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Title VI Part B

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Credit Recovery	Students will be offered credit recovery options in an online learning format.	Technology , Academic Support Program	Tier 2	Monitor	09/08/2015	06/10/2022	\$4000	All Staff
Credit Recovery	Students will be offered credit recovery options in an online learning format.	Technology , Academic Support Program	Tier 2	Monitor	09/08/2015	06/10/2022	\$4000	All Staff
Credit Recovery	Students will be offered credit recovery options in an online learning format.	Technology , Academic Support Program	Tier 2	Monitor	06/08/2015	06/10/2022	\$4000	All Staff