School Improvement Plan

Bedford High School

Bedford 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?

Bedford High School is a four-year comprehensive high school located in Temperance, Michigan, approximately three miles north of Toledo, Ohio. The school is accredited by North Central Association of Colleges and Secondary Schools.We are located in a suburb of Toledo, north of the Michigan/Ohio state line in Monroe County. Our community is primarily Caucasian, middle class, with a population of approximately 30,000, formerly rural area changed into suburban neighborhoods.

We currently have 76 teachers in our building, with an additional 4 who work for the ISD as well as 4 guidance counselors. The total enrollment of the school is 1583. The enrollments of each class are provided below.

Senior Class:407

Junior Class: 345

Sophomore Class: 415

Freshman Class: 416

The challenges that we are facing over the last three years include declining enrollment at the district level. (Class sizes K-8 are significantly smaller than current enrollment 9-12.) The district is experiencing decreased enrollment due to the decline in the state's economy. In addition, the district is operating under a deficit elimination plan. Two elementary building have been closed in the last two years. Staff has been asked to take significant concessions, which impacts morale. The high school is transitioning from a trimester schedule to a semester schedule, which will reduce the elective opportunities for students. In addition, there has been a high turnover rate for district superintendent and other assistant superintendent positions for the last few years.

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

Vision Statement:

Bedford High School's staff will provide a stimulating learning environment and prepare students to contribute to the global economy by providing a challenging curriculum that is student centered, goal oriented, and research based.

Mission Statement:

Bedford Public Schools is committed to providing comprehensive educational opportunities that develop productive and responsible citizens in a changing world.

Beliefs Statement:

Every child can learn.

Education is the shared responsibility of the school, students, family, and community.

We must prepare students for life-long education.

Our society needs the varied contribution of all adults.

A high school diploma is a necessary ingredient for a successful future.

Students most effectively realize their potential when their physical, emotional, and mental needs are considered.

Schools should provide the skills necessary for students to become productive, contributing citizens of our society and the world.

Students have a right to responsible, competent, caring adult leadership.

Program Offerings that support the mission/vision:

- School Improvement Plan

- After school tutoring

- Food drives

- NHS community service requirement

- 1:1 Technology Initiative

- Comprehensive Counseling Department

- Student Leadership class

- Principal's Advisory Committee

- AP and Honors classes offered

- Dual enrollment option

- CTE program

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.

In the last two years, we have made significant progress in the areas we have focused on for our school improvement goals: writing with details, making inferences in reading, and proficiency in numbers and operations.

Although MME Writing Scores have stayed relatively consistent for the past five years (at roughly 50% proficient each year), last year's writing scores improved by 11% (61% proficient), showing significant growth in the area of writing. In addition, our "writing with details" scores have shown significant growth. In 2011-2012 on the ACT, 44% of students were not proficient in this area, while 56% were proficient or above (13% growth from the prior year and 21% from two years ago).

We have made a 10% gain in making inferences in reading on the MME test in the last two years since the school improvement plan has been in place. The average for the 2008-2009 and 2009-2010 school years in this area was approximately 10% of students getting 76-100% of inference questions correct, while the average for the 2010-2011 and 2011-2012 school years was approximately 20% of students getting 76-100% of inference questions correct. In addition, the students in the lowest level of proficiency (0-25% correct) decreased 21% in the last two years, with the average from 2008-2010 as approximately 26% and the average from 2010-2012 as approximately 5%.

In addition, we have made significant progress in our school improvement goal of increasing student proficiency in numbers and operations. In 2011-2012, we had 45% Mastery on numbers and operations questions on the MME, which shows 15% growth from the prior year, and a 21% growth from two years ago.

In the 2011-2012 Michigan Top-to-Bottom Ranking, we received an Excellent rating overall, as well as an Excellent rating in the areas of math, reading, and writing. We also received an Above Average rating in the areas of science, social studies, and graduation rate. In 2013-14, we also received an Excellent rating overall, as well as Excellent ratings in math and science. We received an Above Average rating in the areas of reading, writing, social studies, and our graduation rate. We strive to improve achievement in our subgroup of students with disabilities and to close the gender gap in reading and writing.

Over the next three years, we will be continuing to focus on the above goals with some additional strategies in place to better meet the needs of the Smarter Balanced Assessment. Please see the school improvement plan for extensive information.

Additional Information

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

Bedford High School students bring forth numerous points of pride annually through health/safety awareness, community service, curricular highlights, and co-curricular highlights. Bedford students:

- Take part in health and safety awareness programs, such as the Check It Out Cancer Awareness program, Student Health Fair, Mock Accident Program, Project Partners Program, and participation in the MiPhy program.

- Initiate and lead countless community service projects, such as Red Cross Blood Drives, Jude's Journey, Relay For Life, and NHS Food Drives.

- Earn extensive college credit through seven AP classes and an active dual enrollment program.

- Annually earn up to 2 million dollars in scholarships and roughly 50% of our students are at or above a 3.0 GPA on a 4.0 scale

- Regularly bring home league, district, regional, and even state champion titles athletically. Male interscholastic sports are offered in baseball, basketball, cross-country, football, golf, hockey, soccer, tennis, track and wrestling. Female interscholastic sports are offered in basketball, competitive cheer, cross-country, golf, softball, soccer, swim, tennis, track, and volleyball.

- Take part and excel in Skills USA competitions where they showcase their skills in welding and machine fabrication.

- Annually rank high in Business Professionals of American and DECA competitions at the state and even national levels.

- Earn exceptional ratings annually at district and state festivals through the BHS bands, orchestras, and choirs.

- Have gained regional and even national recognition through our Bedford Express Robotic Program.

-      Have been published in the school's literary journal, the national magazine Teen Ink, and have received regional awards in the Scholastic Art and Writing Awards for their writing

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.

Teachers, students, administration, and parents collaborate to develop the school improvement plan. The teachers on the school improvement team are the department heads of math, science, English, foreign language, CTE, and social studies. These teachers were approached and asked to be a part of the school improvement team based on their expertise and ability to facilitate the plan within their content areas. Students and parents were asked to join the school improvement committee to provide feedback and ideas to add to the school improvement plan. Students that were asked exhibited positive leadership within the school; in addition, some are honors students and some have learning disabilities. Similarly, the parents we asked have children who are honors students and have children with special learning needs.

We scheduled meetings based on the availability of the committee members. The principal guided the members with their roles and the members worked to collaboratively to help one another as needed. We also use the student, staff, and parent survey data to inform the school improvement plan. The principal meets with students monthly to seek student input on school issues through the Principal Advisory Committee. Membership to this committee is open to any student who desires to be a part of it. There are also teachers, administrators, and students on the student handbook committee.

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

The representations from stakeholder groups that participated in the development of the improvement plan include teachers, parents and students. The teachers on the school improvement team are the department heads of math, science, English, foreign language, CTE, and social studies. These teachers were approached and asked to be a part of the school improvement team based on their expertise and ability to facilitate the plan within their content areas. Students that were asked exhibited positive leadership within the school; in addition, some are honors students and some have learning disabilities. Similarly, the parents we asked have children who are honors students and have children with special learning needs.

In addition, teachers and administration on the school improvement committee attend department head meetings on the school and district level each month. Also, there are representatives on the school improvement committee that attend the district curriculum committee meetings. These meetings are held on a monthly basis. Because of their involvement with curriculum and planning on a school and district level, teachers and administration are able to use the feedback gained in these meetings as part of the school improvement process. In addition, the school improvement team is currently being trained in the ASSIST training sessions at the Monroe County Intermediate School District. Teacher input is used in the development of the improvement plan as well through the staff surveys and school improvement team meetings. The school improvement chair member attends monthly meetings and reports back to the school improvement team.

In addition, we had a parent representative that accompanied the team members at the ASSIST trainings in 2013. Parent input on the school

survey is taken into consideration in the development of the improvement plan. On our school webpage, there will be a link to our school improvement plan that parents have access to. The school annual report is located on the webpage as well.

Explain how the final improvement plan was communicated to all stakeholders, and the method and frequency in which stakeholders receive information on its progress.

The final improvement plan reports are e-mailed to staff stakeholders upon completion in order for teachers to be kept informed. The plan will be posted to our school webpage for access by parents at their leisure. Highlights from the school improvement plan will be shared with students at the beginning of the year from administration and reviewed throughout the year by teachers.

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?

As enrollment decreases, fewer staff are needed. Due to the deficit elimination plan, two elementary schools were closed in the last two years. In addition, the high school has moved from trimesters (a system in which students were afforded more opportunities to take electives within the Michigan Merit Curriculum) to semesters in order to reduce staff and meet the terms of the deficit elimination plan.

How do student enrollment trends affect staff recruitment?

If enrollment continues to decline along with funding, one would infer that the school would not be as well able to recruit staff. However, at this time, staff recruitment doesn't seem to be a problem in that there are typically many candidates that apply for vacancies.

How do student enrollment trends affect budget?

As the class sizes decrease, our school is given less money per pupil by the state. Based on the class sizes for the 2013-2014 school year, the average class size (per grade) at the high school is 396. The junior high average class size based on enrollment this year is 380. The elementary average class size is lower at 319. Some of this decrease may be due to the current economic conditions; however, the cost of houses in Bedford township deters some young families, while we see growth in the class size toward middle and high school as parents advance in their careers and move to Bedford.

How do student enrollment trends affect resource allocations?

As student enrollment decreases and money per pupil decreases, there will be less funds available for resource allocation.

How do student enrollment trends affect facility planning and maintenance?

As enrollment and funding decline, there are less monies available to maintain the facility.

How do student enrollment trends affect parent/guardian involvement?

We have seen a slight increase in parent involvement, resulting in the re-emergence of the high school's PTSA.

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

Professional development opportunities are still offered and available to staff at this time but could be increased with additional revenue. The

public is excited about the new preschool opportunities in our district as well as the 1:1 technology initiative made possible through the technology millage. The public is not pleased with the closing of two elementary school in two years in order to meet the terms of the deficit elimination plan. The students indicated on their surveys that they would like for trimesters to continue so that they are able to keep taking elective classes in areas that interest them, but due to the deficit elimination plan our school has switched to semesters for this year.

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

The class sizes in the elementary schools are smaller than the class sizes in the junior and senior high, with the junior high class size average of 380 per grade level, the high school class size average of 396, and the elementary with an average class size of 328. This reduced class size may be due to the decline of the economy in part. However, since this is a trend over time, another possible reason is that the Bedford community doesn't contain as many houses that are affordable for young families in the beginning stages of their careers. As families advance in their careers, more are able to move into the Bedford community and the class sizes tend to grow in the junior high years.

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

The 1:1 technology initiative, new preschool program, and use of Atlas curriculum mapping are all programs that the public will be informed about and will help to recruit families to our school.

What are the challenges you noticed based on student attendance?

For the 2012-2013 school year, 109 students violated the attendance policy for one or more trimesters. Of these students, 28 students violated the attendance policy for two trimesters. 26 of these students (or 24%) are special education students. In addition, there are 7 sets of siblings on this list, which seems to indicate family issues or attitudes about school are playing a role in chronic attendance issues.

For the 2011-12 and 2012-13 school years, the percentage of chronically absent students stayed the same at 24%. In 2012-13, the following data from MISchool Data illustrates that the percentage of chronically absent students increases by grade level:

Bedford Senior High School 9th Grade: 15.44% chronically absent
Bedford Senior High School 10th Grade: 20.78% chronically absent
Bedford Senior High School 11th Grade: 25.68% chronically absent
Bedford Senior High School 12th Grade: 34.56% chronically absent

This increase in chronically absent students by grade level holds true for the previous year as well.

There is no significant gender difference for 2011-2013 in chronically absent students.

Students who are economically disadvantaged have a higher rate of chronic absence (37% in 2011-12 and 35% in 2012-13) vs. the average of all students (24% for both years).

Students with disabilities have a higher rate of chronic absence (44% in 2011-12 and 41% in 2012-13) vs. the average of all students (24%

for both years).

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

Teachers, staff, and parents need to be made aware of the trends of students with disabilities and economically disadvantaged students having higher rates of chronic absence in order to address this problem. The school could also reach out to families to address these chronic attendance issues. Families are called each day that a student is marked absent in a class and are notified when a student is on track to violate the attendance policy based on attendance patterns.

Student Achievement Data for All Students

This area includes data questions.

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

Based on the 2013 Michigan School Top-To-Bottom z-score data, the highest content area was math at .98, followed by writing at .83. In 2014, the highest content area was still math at .88, followed by science at .63.

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

Although MME Writing Scores have stayed relatively consistent for the past five years (at roughly 50% proficient each year), the 2011-2012 year's writing scores improved by 11% (61% proficient), showing significant growth in the area of writing. The writing scores stayed relatively consistent at 58% proficient in 2012-13 and a slight decrease of 56% in 2013-14 In addition, our "writing with details" scores have shown significant growth. In 2011-2012 on the ACT, 44% of students were not proficient in this area, while 56% were proficient or above (13% growth from the prior year and 21% from two years earlier). In addition, in 2013-14, the science scores improved to 35% proficient, earning a z-score of .63 and a rating of Excellent. The previous four years had an average of 29%, which reveals growth of 6%.

We made a 10% gain in making inferences in reading on the MME test in when the school improvement plan focused on this area. The average for the 2008-2009 and 2009-2010 school years in this area was approximately 10% of students getting 76-100% of inference questions correct, while the average for the 2010-2011 and 2011-2012 school years was approximately 20% of students getting 76-100% of inference questions correct. In addition, the students in the lowest level of proficiency (0-25% correct) decreased 21% in the last two years, with the average from 2008-2010 as approximately 26% and the average from 2010-2012 as approximately 5%.

In addition, we have made significant progress in our school improvement goal of increasing student proficiency in numbers and operations. In 2011-2012, we had 45% Mastery on numbers and operations questions on the MME, which shows 15% growth from the prior year, and a 21% growth from two years earlier.

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

Based upon the Michigan 2022 85% proficiency targets, we will meet state proficiency targets with an annual 2% improvement in reading and writing.

As of the 2011-2012 MME test, we were at 65.8% proficient in reading (with a 1.9% annual increase needed to meet the 85% proficiency target by 2022), 61.7% proficient in writing (with a 2.2% annual increase needed), 41.5% proficient in social studies (with a 4.3% annual increase needed), 32.9% proficient in math (with a 5.2% annual increase needed), and 22.3% proficient in science (with a 5.9% annual

increase needed).

Based on the 2011-2012, 2012-13, and 2013-14 Michigan School Top-To-Bottom z-score data, math, science, social studies, reading, and writing are rated either above average or excellent.

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

Based on ACT writing scores for the last six years, the top performing writers were female and the lower performing writers were male. Similarly, there is a gender gap in the ACT college-readiness scores for the class of 2012. 71% of females met the college readiness score in English, whereas 61% of males met the college-readiness score in English. Also, a gender gap is apparent in the Reading scores, as 49% of females met the college-readiness scores versus 41% of males. A similar gap does not exist in math and science.

Based on the 2011-2012 ACT composite scores, roughly 66% of females received a score of 20 or above on the ACT, whereas 54% of males received a score of 20 or above, revealing a 12% gender gap.

Based on the MME scores in reading, there is a gender gap that has increased during 2011-2013. In 2011-12, Female scores were 25% Bottom (vs. 37% Bottom for males), 38% Middle (vs. 43% Middle for males), and 38% Top (vs. 21% Top for males). In 2012-13, female scores were 20% Bottom (vs. 39% Bottom for males), 48% Middle (vs. 32% Middle for males), and 32% Top (vs. 28% Top for males). In reading, females are outperforming males at fairly significant levels on the MME.

In addition, based on the MME scores in writing, females are outperforming males at the Top by 15% in 2011-2012.

No other subjects have a significant gender gap during this time period on the MME.

What factors or causes contributed to improved student achievement?

For the years 2010-2012, there have been increased building wide efforts by all teachers, not just ELA and Math teachers, to provide instructional activities that support 3 school improvement goals, and we have experienced growth in those areas. The goals are below.
1) Writing with supporting details
2) Drawing inferences in reading
3) Basic numbers and operations in math
All staff, including elective teachers, were instructed to conduct 8 or more instructional activities each marking period.

*Based on the shift to the Common Core and in anticipation of the Smarter Balanced Assessment, our academic school improvement goals have shifted to address these changes. The current goals that have been adopted for the 2011-2014 school years are listed below:

All students will be proficient in informational reading

All students will be proficient at writing with specific details

All students will be proficient at reading and interpreting data and statistics

We are in the process of developing and implementing strategies and activities to make progress in these areas. Based on research, we have developed a cross-curricular note-taking tool kit, a research-based template, instructions, and rubric to help students practice research and writing skills across the curriculum, as well as samples of data analysis for staff to use.

Additionally, our departments made significant improvement in collaborating toward common instruction, common assessments, and common assessment data disaggregation.

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

The above mentioned School Improvement efforts were increased greatly over the two years after the efforts were put in place. Data demonstrates significant growth in these areas.

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

Based on the 2013 Michigan School Top-To-Bottom z-score data, the lowest levels of student achievement were social studies (.11 z-score) and science (.35 z-score), which were still above the state average. Based on the 2014 z-scores, the lowest scores were social studies (.068 z-score) and writing (.1127 z-score).

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

In social studies, the percentage of proficient students had decreased over the last five years by roughly 5%, but had an 8% increase from 2013 to 2014 scores.

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

Based on the 2011-2012 Michigan School Top-To-Bottom z-score data, math, science, social studies, reading, and writing are rated either above average or excellent.

As of the 2011-2012 MME test, we are at 65.8% proficient in reading (with a 1.9% annual increase needed to meet the 85% proficiency target by 2022), 61.7% proficient in writing (with a 2.2% annual increase needed), 41.5% proficient in social studies (with a 4.3% annual increase needed), 32.9% proficient in math (with a 5.2% annual increase needed), and 22.3% proficient in science (with a 5.9% annual increase needed).

Based on the above data, we will need to obtain more annual growth in the areas of math and science in order to meet the state proficiency targets.

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

On the 2011-2012 MME tests, the special education students showed a gap in the areas of writing, social studies, reading, and math. In writing, 66% of special education students were below the standard vs. 39% of students overall. In social studies, 74% of special education students were below the standard vs. 58% of students overall. In reading, 61% of special education students were below the standard vs. 32% of students overall. In math, 79% of special education students were below the standard vs. 68% of students overall. This data indicates that special education students have an achievement gap (from 11-29%) on the MME test in all areas with the exception of science.

In addition, the economically disadvantaged students also showed an achievement gap in the areas of writing, science, reading, and math. In writing, 58% of students with reduced lunch were below the standard vs. 38% of students who were not eligible. In science, 82% of students with reduced lunch were below the standard vs. 73% of students who were not eligible. In reading, 47% of students with reduced lunch were below the standard vs. 33% of students who were not eligible. In math, 76% of students with reduced lunch were below the standard vs. 65% of students who were not eligible.

Thus, in all areas there is a 9-20% achievement gap between economically disadvantaged students and students who are not economically disadvantaged.

There is also an achievement gap for gender in the areas of reading and writing as shown on the 2011-2012 MME test. 45% of boys vs. 34% of girls were below the standard in writing, indicating an 11% achievement gap. In addition, 43% of boys vs. 27% of girls were below the standard in reading, indicating a 16% gap in reading. There were no other notable achievement gaps involving gender.

In math, 78% of students with disabilities were in the bottom 30 in 2011-12 with a 5% improvement the following year of 73% in 2012-13. In 2011-2012, economically disadvantaged student scores were similar to the general student population at 32% Bottom, 40% Middle, and 29% Top. In the following year, there was a performance decrease with 44% Bottom, 34% Middle, and 19% Top. In math, there has not been a significant gender difference in these scores for these years.

In reading, 73% of students with disabilities were in the bottom 30 in 2011-12 with a 5% increase the following year of 78% in 2012-13. In 2011-2012, economically disadvantaged student scores were 37% Bottom, 37% Middle, and 26% Top. In the following year, there was a performance decrease at the bottom with 42% Bottom, 31% Middle, and 19% Top. In reading, there is a gender gap that has increased during 2011-2013. In 2011-12, Female scores were 25% Bottom (vs. 37% Bottom for males), 38% Middle (vs. 43% Middle for males), and 38% Top (vs. 21% Top for males). In 2012-13, female scores were 20% Bottom (vs. 39% Bottom for males), 48% Middle (vs. 32% Middle for males), and 32% Top (vs. 28% Top for males). In reading, females are outperforming males at fairly significant levels.

In science, 65% of students with disabilities were in the bottom 30 in 2011-12 with an 8% increase the following year of 73% in 2012-13. In 2011-2012, economically disadvantaged student scores were 40% Bottom, 34% Middle, and 26% Top. In the following year, there was a performance decrease at the bottom with 47% Bottom, 33% Middle, and 19% Top. In science, there is a slight gender gap in the bottom and middle that has remained consistent during 2011-2013. In 2011-12, female scores were 27% Bottom (vs. 34% Bottom for males), 44% Middle (vs. 36% Middle for males), and 30% Top (30% Top for males). In 2012-13, Female scores were 26% Bottom (vs. 34% Bottom for males), 43% Middle (vs. 36% Middle for males), and 30% Top (29% Top for males). In science, while the top 30 shows no gender gap, females have roughly 7% more in the Middle, while males have roughly 7% more in the Bottom.

In social studies, 67% of students with disabilities were in the bottom 30 in 2011-12 with a 1% decrease the following year of 66% in 2012-13. In 2011-2012, economically disadvantaged student scores were 43% Bottom, 33% Middle, and 25% Top. In the following year, there was a

performance decrease at the bottom with 48% Bottom, 32% Middle, and 19% Top. In social studies, there is not a significant gender gap.

In writing, 69% of students with disabilities were in the bottom 30 in 2011-12 with a 10% increase the following year of 79% in 2012-13. In 2011-2012, economically disadvantaged student scores were 40% Bottom, 30% Middle, and 30% Top. In the following year, the performance was the same. In writing, there is a gender gap that has increased during 2011-2013. In 2011-12, female scores were 24% Bottom (vs. 37% Bottom for males), 39% Middle (40% Middle for males), and 37% Top (vs. 22% Top for males). In 2012-13, female scores were 21% Bottom (vs. 39% Bottom for males), 43% Middle (vs. 37% Middle for males), and a top score is not provided by the MISchoolData report, although a similar trend is revealed from the year before. In Writing, females are outperforming males at the Top by 15% in 2011-2012. While the Middle is similar, there are 13% and 18% more males in the Bottom for 2011-12 and 2012-13.

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

In general, these two subgroups (special education students and economically disadvantaged students) may not receive the necessary amount of academic assistance at home. Data also shows that these two subgroups have higher levels of chronic absence than the general student population. These students also tend to require additional time in the learning process.

In addition, recent gender research has indicated that males tend to learn differently than females within the classroom based on studies of the brain. On a national and local level, while the gender gap for females in math and science is closing (and appears to have closed in our data), the gender gap for males in reading and writing has not. Due to the differing ways that males and females learn and process information, adjustments must continue to be made while teaching reading and writing to help close the gender gap in these areas.

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

There are a number of published research studies and books revealing the gender gap in reading and writing on a national level. Researchers have been studying the brain of males and females and are better able to understand how males and females process information. The processes of reading and writing tend to be less challenging and more enjoyable to the female brain, while (in general) the male brain requires more movement, hand-on activities, competition, etc. integrated into reading and writing activities (See Leonard Sax's book Gender Matters). Since this research is relatively new, our school is beginning to understand and implement these "boy-friendly" strategies at this time.

It also stands to reason that students from economically disadvantaged homes may not have as many resources available within the home to support their education. The stress of being economically disadvantaged may also take a toll on the student's ability to focus on academic achievement within the home and at school.

In addition, students with disabilities have many more academic obstacles to overcome than the general population of students. They have deficiencies in areas such as reading comprehension and mathematics, which contribute to struggles in all other areas as well.

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

We have made a school improvement goal to provide all students with a support system to increase positive social and academic behaviors. We plan to work to implement programs that will better address the social and academic needs of all students, especially those who need it most (economically disadvantaged students and students with disabilities). Some of the programs we are implementing are peer tutoring and SEL activities designed to form community and meet the social and emotional needs of students. Research shows that addressing the social needs of students and improving the learning environment helps students to improve academically, as well as decreasing the dropout rate and improving students' school experience.

In addition, teachers will continue to work with students with IEPs and individualize instruction to meet their learning needs. Staff has been/is being trained in differentiated instruction techniques with Kathleen Kryza in a series of five workshops a year.

To close the gender gap in reading and writing, all teachers will need to continue to be aware and reminded of the differences in the ways that males and females process information. Teachers will need to develop, share, and implement "boy-friendly" strategies in reading and writing and use data to evaluate whether or not improvements have been made.

Subgroup Student Achievement

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

- •Male
- •Female
- •Economically Disadvantaged

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

- •Economically Disadvantaged

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

In math, the achievement gap is closing for economically disadvantaged students.

How do you know the achievement gap is closing?*

In 2006-2007, 96% of students receiving free lunch were below the standard on the MME math test; the following year, in 2007-2008, 82% of students receiving free lunch were below the standard on the MME math test. However, in the three years that follow, roughly 75% of students receiving free lunch were below the standard on the MME math test, indicating an improvement of 7-21% for this subgroup.

In addition, In 2011-2012, economically disadvantaged student scores were similar to the general student population at 32% Bottom, 40% Middle, and 29% Top. In the following year, there was a performance decrease with 44% Bottom, 34% Middle, and 19% Top. Although there was a decrease for the years 2012-13, math is the subject in which economically disadvantaged students are beginning to close the gap overall.

What other data support the findings?

ACT Math data shows a similar trend.

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

The staff has been trained in five-day workshops on differentiated instruction and are asked to use differentiated instruction in their lesson plans as part of the evaluation process. As a result, there is much more building-wide differentiated instruction that is occurring within our school. As a result, students are learning about multiple intelligences and how to study in their learning style and teachers are learning how

to alter and vary their teaching methods in order to better meet the needs of all learners.

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

We have seen growth in all subject areas; based on ACT data, we had the best year in six years in all the subjects tested in 2011-2012. In the two years since, the reading score has remained the same, Math has shown increases of 2% and 3% when compared to 2012, social studies decreased 4% in 2012-13, but then increased 8% the following year. Science gained 4% in 2012-13 and gained an additional 5% in 2013-14. Writing had its highest score in years at 61% proficient in 20122-12 and decreased to 58% and 56% in the following two years. It should be noted, however, that 56% is still 6% higher than the 50% average proficiency that the district had for several previous years. In addition, student survey responses have indicated that the students like, appreciate, and hope to see the differentiated instruction continue.

What actions could be taken to continue this positive trend?

Continue to provide the rest of the staff with the differentiated instruction training and continue to make it part of expectations for teacher lesson plans as part of the evaluation process. Implement research-based reading and writing strategies across the curriculum that address the common core. Begin to use Atlas Curriculum mapping to improve upon curriculum and planning in all subjects. Utilize Pearson Inform to monitor data from this subgroup and allow data to inform instruction.

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

- •Male
- •Students with Disabilities

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

- •Male
- •Students with Disabilities

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

The achievement gap is greater for males in writing, and the achievement gap is greater for students with disabilities in reading and math in evaluating MME data trends.

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

In writing, both males and females have experienced growth. As measured by the ACT writing scores females have had an average of 54% with a scaled score of 20-36 over the last six years. In 2011-2012, 66% of females had the scaled score of 20-36, showing a 12% increase

compared to the average for the last six years.

Meanwhile, males have had an average of 42% with a scaled score of 20-36 in writing over the last six years. Last year, 46% of males had a scaled writing score of 20-36, showing a 4% increase compared to the average for the last six years. While male scores are modestly increasing, female scores increased more dramatically; thus, the gap has increased while both genders have improved their scores for the 2011-2012 school year.

For students with disabilities, in 2009-2010, 78% of students with IEPs were below the standard in reading, increasing to 84% below the standard in reading in 2010-2011. Similarly, in 2009-2010, 86% of students with an IEP were below the standard in social studies, increasing to 91% below the standard in 2010.

In math, 78% of students with disabilities were in the bottom 30 in 2011-12 with a 5% improvement the following year of 73% in 2012-13. In 2011-2012, economically disadvantaged student scores were similar to the general student population at 32% Bottom, 40% Middle, and 29% Top. In the following year, there was a performance decrease with 44% Bottom, 34% Middle, and 19% Top.

In reading, 73% of students with disabilities were in the bottom 30 in 2011-12 with a 5% increase the following year of 78% in 2012-13.

In reading, there is a gender gap that has increased during 2011-2013. In 2011-12, Female scores were 25% Bottom (vs. 37% Bottom for males), 38% Middle (vs. 43% Middle for males), and 38% Top (vs. 21% Top for males). In 2012-13, female scores were 20% Bottom (vs. 39% Bottom for males), 48% Middle (vs. 32% Middle for males), and 32% Top (vs. 28% Top for males). In reading, females are outperforming males at fairly significant levels.

In writing, there is a gender gap that has increased during 2011-2013. In 2011-12, female scores were 24% Bottom (vs. 37% Bottom for males), 39% Middle (40% Middle for males), and 37% Top (vs. 22% Top for males). In 2012-13, female scores were 21% Bottom (vs. 39% Bottom for males), 43% Middle (vs. 37% Middle for males), and a top score is not provided by the MISchoolData report, although a similar trend is revealed from the year before. In Writing, females are outperforming males at the Top by 15% in 2011-2012. While the Middle is similar, there are 13% and 18% more males in the Bottom for 2011-12 and 2012-13.

To see these reports, please visit:
https://www.mischooldata.org/DistrictSchoolProfiles/ReportCard/Top30Bottom30/Top30Bottom30.aspx

What other data support the findings?*

ACT and MME standardized tests are used for data to ensure continuity when comparing scores from year to year.

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

 While male scores are modestly increasing, female scores increased more dramatically; thus, the gap has increased while both genders have improved their scores for the 2011-2012 school year. The staff has had professional development addressing gender differences on

multiple occasions in the 2011-2012 school year. The English department also conducted a book study on Ralph Fletcher's book Boy Writers using a blog to post and exchange ideas about this topic. Thus, male scores have been increasing at the same time that female scores are increasing; although the gap has increased, so has the achievement of each subgroup. If this trend continues, eventually the gap will decrease as the female scores level out at the top scores and the boys continue to improve.

As for the slight increase in students with disabilities (5-6%) below the standard from one year to the next, this data is not yet enough to infer that a trend is occurring. Since the test compares different groups of students from year to year, this small increase may be due to the students themselves.

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

Teachers within the English department implemented writing strategies, techniques, and projects based on the ideas found in the research helped raise the writing scores of each gender for the 2011-2014 school years.

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

As teachers continue to use male-friendly strategies in writing, the scores for males and females will continue to increase as each gender's learning needs are met.

Differentiated instruction by all teachers in all classes will help to better meet the learning needs of students with disabilities.

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

N/A. Insufficient numbers to create subgroups.

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.)?

Each student that has an IEP has two staff members pursuing interventions for them. Each student has a caseworker and a school counselor. Students with IEPs recieve double the attention when it comes to these services. For example, many of our students who take part in our on-line credit recovery programs are students with IEPs. Our at-risk students recieve specified and logged interventions from para pros. At this time, our after school peer tutoring program does not see much participation from students with IEPs.

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

Students are placed on an "at risk" list if they meet certain criteria (such as economic disadvantage, homelessness, IEP, etc.). Students who have an IEP or 504 plan receive the services to meet their learning needs. Teachers receive the accommodations and work with students and families to support the student in his/her learning. In addition, our school has the SAT program in which teachers, counselors, parents, or the students themselves may refer themselves to the program to receive at-risk interventions. The program helps to identify whether or

not a student should receive a 504 plan to support them in school.

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

In 2010-2011 22% of eligible student at BHS participated in extended learning opportunities. 48% of those students earned post-secondary credit. In 2011-12, 15% of eligible students participated in extended learning opportunities, and 68% of those students earned post-secondary credit. This data includes the Advanced Placement programs and our dual-enrollment program with Monroe County Community College.

In 2013-2014 19% of eligible students at BHS participated in extended learning opportunities. Of those students, 51% earned post-secondary credit. This data includes the Advanced Placement programs and our dual enrollment program with Monroe County Community College and Wayne County Community College District.

Label	Question	Value
	What percentages of students participate in Extended Learning Opportunities, either for additional support or increased challenge?	19.0

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

The school provides bulletins, a school website, newsletters to inform students and parents of Extended Learning Opportunities. Counselors, principals, and teachers are also responsible for informing students of these opportunities.

Label	Question	Value
	What is the total FTE count of teachers in your school?	83.0

Label	Question	Value
	How many teachers have been teaching 0-3 years?	7.0

Label	Question	Value
	How many teachers have been teaching 4-8 years?	10.0

Label	Question	Value
	How many teachers have been teaching 9-15 years?	35.0

Label	Question	Value
	How many teachers have been teaching >15 years?	31.0

What impact might this data have on student achievement?

Since 80% of teachers at our school have been teaching for nine years or more, there is a wealth of teaching experience and knowledge among staff. When experienced teachers are able to take advantage of professional development and engage in reflective practice through data analysis, the students benefit by having experienced and knowledgeable teachers. In addition, through collaboration experienced teachers can share their knowledge with beginning teachers, as well as beginning teachers sharing their ideas and methods with experienced teachers.

Label	Question	Value
	Indicate the total number of days for teacher absences due to professional learning or professional meetings.	154.0

Label	Question	Value
	Indicate the total number of days for teacher absences due to illness.	266.0

What impact might this data have on student achievement?

The 154.5 absences for professional development includes five day seminars on differentiated instruction that roughly 20 teachers participated in, as well as the other professional conferences that teachers attend to learn and apply best practices. Because the teachers apply what they have learned to the classroom to improve student learning, student achievement may have been positively affected. The 266 absences due to illness included teachers who were utilizing FLMA for maternity leave, surgeries, etc. In these cases, short-term substitute teachers were procured that had taught/were qualified to teach the subject areas, so that a decrease in student achievement would not occur. According to the z-score data, all subject areas have been rated above average or excellent for the past several years.

Perception Data - Students

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

Students had the highest levels of satisfaction with the following areas: programs help students succeed; school purpose & expectations clear; high-quality education; teachers & principal have high expectations; multiple assessments to check understanding; challenging curriculum; teachers explain learning & behavior expectations; teachers use tests, projects, presentations, portfolios; teachers provide info about my learning & grades; resources are available to help me succeed; students can participate in activities that interest them; and access to counseling/career planning.

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

The areas that show a positive trend toward increasing student satisfaction are as follows: school shares student success with family and community; teachers inform families of learning progress; students treat adults with respect; and the school makes sure that there is at least one adult that knows students well and takes an interest in their education and future.

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

The areas of lowest satisfaction among students are as follows: all of the teachers changing their teaching to meet each student's learning needs; students respecting the property of others; students helping each other even if they are not friends;students being treated with respect in school; rules are equally applied to all students; school prepares students for issues they'll face in future; school motivates students to learn new things; and school considers students' opinions when planning ways to improve the school.

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

The areas showing a trend toward decreasing student satisfaction are as follows: teachers use a variety of teaching methods; teachers fairly grade and evaluate student work; and preparation for success at the next grade/college; and school motivates students to learn new things.

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

A pattern that we have identified in the student perception data is that the areas of highest satisfaction among students tend to be academic in nature (such as a challenging curriculum, a variety of teaching methods,high-quality educations, etc.), while the areas of lowest student satisfaction tend to be related to school climate and/or students' social and emotional experiences in school (such as respect for students, and property, as well as students helping others who are not their friends).

A possible cause that we discussed within our school improvement team last year is that the switch to trimesters several years ago has affected the school climate. With trimesters, students switch teachers and class schedules every three months. As a result, teachers had more of a challenge to develop meaningful bonds with students due to the short time they had them in class. Also, teachers were under a certain amount of time pressure to cover all the material within the trimester and may have cut out curriculum and projects that tended to build community due to these time constraints. This frequent switching of teachers and classes may have resulted in less meaningful relationships between teachers and students, which may have impacted the level of respect between students and teachers. This year, we have switched back to semesters and the social/emotional factors were still the lowest scores on the survey. It's possible that it will take more than one year to rebuild these factors. We're trying to make progress in these areas through our pilot program that addresses social/emotional factors, such as active listening, kindness, respect, and gossip/aggressive behaviors.

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

We have a school improvement goal that states that all students will be provided with a support system to increase positive social and academic behaviors. We plan to collaborate to implement programs to address the social and academic needs of students by 06/01/2015 as measured by student surveys. At this time, we have devised strategies to address these issues that are listed below.

Strategy 1: Peer Tutoring

Description: A teacher will facilitate a peer tutoring program after school. A designated number of student tutors will be assigned to the tutoring center. Students needing help will get a pass to the tutoring center from their academic teacher in order to attend.

Strategy 2: Student Support Activities

Description: Staff and students will implement student support activities within the school that have been developed in a homeroom pilot by 11 teachers in collaboration with the School-Related Health Team and Circle of Support for the 2013-14 school year.

Perception Data – Parents/Guardians

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

The highest overall levels of satisfaction among parents/guardians are in the following areas: Students know the expectations for learning in all classes; a safe learning environment within the school; access to a variety of information resources to support learning; and opportunities for students to participate in activities that interest them; school's purpose is focused on student success; school has goals and plan for improving learning; governing body acts responsibly and functions effectively; school has high expectations for students; child has at least one adult advocate in school; child is given multiple assessments to measure understanding; access to support services based on needs; qualified staff members to support student learning; excellent support services (counseling/career planning); facilities support learning; instructional time is protected;and child is prepared for success in the next school year.

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

The areas that show a trend toward increasing parent/guardian satisfaction are as follows:school's purpose is focused on student success; school has goals and plan for improving learning; governing body acts responsibly and functions effectively; school has high expectations for students; student has at least one adult advocate in school; student is given multiple assessments to measure understanding; access to support services based on needs; qualified staff members to support student learning; excellent support services (counseling/career planning); facilities support learning; instructional time is protected; and student is prepared for success in the next school year.

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

The areas that indicate the overall lowest levels of satisfaction among parents/guardians are as follows: all teachers meet each student's learning needs by individualizing instruction; all teachers work as a team to help students learn; the school ensuring the effective use of financial resources; and all teachers keep families regularly informed of how students are being graded.

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

The areas that show a trend toward decreasing parent/guardian satisfaction are as follow: the school's purpose statement being formally reviewed with stakeholder involvement; the school's governing body does not interfere with the operation or running of the school; the school sharing responsibility for student learning with its stakeholders; all of the teachers providing an equitable curriculum that meets all students' learning needs; the school effectively communicates the goals and activities of the school; all of the teachers using a variety of teaching strategies and learning activities; students seeing a relationship between what is being taught and their everyday lives; all of the teachers give work that challenges the child; all of the teachers work with parents to understand the child's progress; students have up-to-date technology to use; our school has an adequate supply of up-to-date resources; school ensures that all staff members monitor achievement of school goals; and child has teachers and administrators that keep parents informed of student's learning progress.

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

One trend that we noticed is that while students had relatively high levels of satisfaction with teachers using a variety of teaching methods and providing a challenging learning environment, parents/guardians had slightly lower of satisfaction in these areas. One possibility is that due to the age of the students, they may not be sharing specific information about the differentiated instruction and challenging activities based on learning style that is occurring within their classes. At the high school level, there tends to be a decrease in parental involvement (as opposed to elementary school, for example) in that parents are attempting to give their children more autonomy and independence as they mature. Thus, the school may need to find other ways of conveying information about differentiated instruction and challenging activities within the classroom other than relying on the students to convey this information to the parents. Some possibilities include mass emails to parents that contain this type of information, as well as posting this information on teacher blogs and/or the school website. These types of communications would help parents understand how their child is being graded and understand his/her progress, which were other areas that need to be improved according to parents. It's possible that the teachers are viewing the online grading system (TAC) as the primary means of communicating with parents, whereas parents are expressing a desire for more communication. In addition, due to trimesters teachers may have up to 360 students a year, which often presents an obstacle in terms of communication. However, sending mass emails and blogs/websites may be an effective way to remedy this problem.

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

The school improvement team and/or the administration will share with the staff that the parent/guardian perception data is showing low levels of satisfaction with the amount of communication that they have with teachers regarding how their child is graded as well as understanding their progress. Staff will also be informed that although the students recognize and are satisfied with the varied activities challenging learning activities, their parents are not as aware that this is occurring. Staff will be advised to provide examples of variety of challenging activities and differentiated instruction in their communications with parents.

Perception Data – Teachers/Staff

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

The highest levels of satisfaction among teachers/staff are as follows: school's purpose statement is clearly focused on student success; school's purpose statement is based on shared values and beliefs that guide decision-making; school's purpose statement is supported by the policies and practices adopted by the school board or governing body; our school has a continuous improvement process based on data, goals, actions, and measures for growth; our school's governing body or school board complies with all policies, procedures, laws, and regulations;our school's leaders expect staff members to hold all students to high academic standards; our school's leaders hold all staff members accountable for student learning;our school's leaders regularly evaluate staff members on criteria designed to improve teaching and learning;our school provides qualified staff members to support student learning; our school provides protected instructional time;our school provides a plan for the acquisition and support of technology to support student learning and operational needs; our school maintains facilities that support student learning and maintain a safe environment; and our school leaders monitor data related to school continuous improvement goals.

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

The areas that show a trend toward increasing teacher/staff satisfaction are as follows: our school's purpose statement is formally reviewed and revised with involvement from stakeholders;our school's governing body or school board maintains
a distinction between its roles and responsibilities and those of school leadership;our school provides a variety of information resources to support student learning;and our school leaders monitor data related to student achievement.

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

The lowest overall level of satisfaction among teachers/staff are as follows: school ensures that staff members are trained in use of data; all teachers in our school personalize instructional strategies and interventions to address individual learning needs of students; all teachers in our school regularly use instructional strategies that require student collaboration, self reflection, and development of critical thinking skills; all teachers in our school use a process to inform students of their learning expectations and standards of performance; all teachers have been trained to implement a formal process that promotes discussion about student learning (study teams/peer coaching); staff members use data to address the learning needs of students;and all school personnel regularly engage families in their child's learning progress.

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

The areas that show a trend toward decreasing teacher.staff satisfaction are as follows:stakeholder involvement in school; innovative and collaborative culture;all teachers in our school using a variety of technologies as instructional resources;all teachers in our school using consistent and common grading and reporting policies across grade levels and courses based on clearly defined criteria; a formal structure that ensures each student is well known by one adult advocate; sufficient materials to meet learning needs; the school using data to monitor student success at the next level;

the school using a professional learning program to build capacity among professionals and support staff members; staff members participating in continuous professional learning based on the needs of the school;staff members providing peer coaching to teachers; a formal process in place to support new staff members; and learning support services being available to students based on their needs.

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

Staff agreed with the perceptions of students and parents that more stakeholder involvement is needed at our school, as well as the idea that each student would do well to have an adult advocate within the school. These perceptions carry over in each group and need to be addressed as a school. Teachers rated the idea of a collaborative, innovative culture within the school as "neutral," possibly due in part to the evaluation system, which in nature tends to breed competition rather than collaboration. Teachers identify that they need more professional development and training in the collection, use, and analyzing of student data in order to monitor and adjust curriculum, assessment, and instruction. Teachers also would need more development in the area of peer coaching as a formal process.

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 district administered the MiPHY survey to 7th, 9th, and 11th grade students during the 2013-2014 school year. When the results are released, we will use the data to improve the student learning environment.

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

At our school, each department meets monthly as well as during professional development days to align curriculum, instruction, and assessments within department and by grade level and/or course. All teachers are involved in collaborating to design pacing guides aligned to the common core standards, curriculum, methods of instruction, as well as common assessments that are used as final exams for each course. The administration is involved in providing teachers opportunities for professional development that addresses differentiated instruction/teaching methods, best practices, common core standards and Smarter Balanced Assessment, AP curriculum and assessment, etc. The administration is also involved in providing teachers time to plan and collaborate in this manner in meetings and during professional development days. Students are involved in this process as they complete formative assessments within their classes, providing teachers with feedback about which methods are working/not working.

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

Teachers within each department have created pacing guides and/or lesson/unit plans that incorporate the common core standards. Teachers must submit their lesson/unit plans as part of their yearly evaluation, which are required to be aligned with the Common Core State Standards.

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	Our school is grades 9-12.	

Label	Assurance	Response	Comment	Attachment
	Our school published a fully compliant annual report. (The Annual Education Report (AER) satisfies this). If yes, please provide a link to the report in the box below.	Yes	Our school publishes a fully compliant annual report on our website. The link is provided below: http://www.bedford.k12.mi.us/~shs/pdf/shs-AnnualEducationReport.pdf	BHS Annual Report 2013

Label	Assurance	Response	Comment	Attachment
	Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.	Yes	The 8th grade parent approved EDPs are on file. Each student has an EDP file containing annual updates and reviews.	

Label	Assurance	Response	Comment	Attachment
	Our school reviews and annually updates the EDPs to ensure academic course work alignment.	Yes	Our guidance counselors meet with all students annually to review and update EDPs. Additionally, counselors review course requests every year to ensure that the course requests align with the student's career pathway and EDP. Each student has an EDP file containing annual updates and reviews.	

Label	Assurance	Response	Comment	Attachment
	The institution complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of this institution that no person on the basis of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status or disability shall be subjected to discrimination in any program, service or activity for which the institution is responsible, or for which it receives financial assistance from the U.S. Department of Education. References: Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, The Age Discrimination Act of 1975, The Americans with Disabilities Act of 1990, Elliott-Larsen prohibits discrimination against religion.	Yes	Bedford High School complies with the Civil Rights Act. Parents and students are provided with evidence of this on several documents, including but not limited to the attached student handbook.	BHS 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	Howard Schwager Directior of Human Resources and Labor Relations 1623 W. Sterns Road Temperance, MI 48182 734-850-6020 howard.schwager@bedford.k12.mi.us	

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.	No		

Label	Assurance	Response	Comment	Attachment
	The institution has a School-Parent Compact. If yes, please attach the School-Parent Compact below.	No		

Label	Assurance	Response	Comment	Attachment
	The School has additional information necessary to support your improvement plan (optional).	Yes	Our school has the following documents to support our school improvement plan: Staff Surveys Student Surveys Parent Surveys MiPHY (Michigan Profile for Healthy Youth) Diagnostic Stakeholder Involvement Interim Self-Assessment Executive Summary MME/ACT Data PLAN Data Math Common Assessment Data Pearson Inform Reports Annual Report (AER)	

BHS School Improvement Plan 2014-2015

Overview

Plan Name

BHS School Improvement Plan 2014-2015

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 will be proficient in informational reading	Objectives: 1 Strategies: 4 Activities: 6	Academic	$43190
2	All students will be proficient at writing with specific details	Objectives: 1 Strategies: 4 Activities: 6	Academic	$3581
3	All students will increase positive social and academic behaviors	Objectives: 1 Strategies: 2 Activities: 2	Organizational	$0
4	All students will be proficient at reading and interpreting data and statistics	Objectives: 1 Strategies: 5 Activities: 7	Academic	$3600

Goal 1: All students will be proficient in informational reading

Measurable Objective 1:

A 2% increase of All Students will demonstrate a proficiency in informational reading in English Language Arts by 05/20/2015 as measured by district and state assessments.

Strategy 1:

School-wide practice of note-taking strategies - All teachers will attend professional development on implementing school-wide note taking templates based on

research-based best practices in all areas, with focus on the area social studies. All teachers will receive a tool kit of note-taking templates that can be used within the

classroom setting.

Research Cited: Dean, Ceri B. et al, ed. "Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement." Denver: McREL, 2012.

Tier:

Activity - Note-taking across the curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students will be apply note-taking strategies while reading nonfiction pieces across the curriculum (with focus on social studies). Coordinated Professional Development opportunities will be organized by Assistant Superintendent of Instruction and Student Services to allow the staff the opportunity to deepen their content knowledge over this topic.	Direct Instruction			09/03/2014	05/20/2015	$1940	Title II Part A, General Fund	Edward Manusak (Assistant Superintendent of Instruction and Student Services), School Improvement team, classroom teachers, principal

Strategy 2:

Effectively integrating technology informational literacy skills - Teachers will utilize technology resources to improve informational literacy skills.

Research Cited: Common Core Standards

Visible Learning: A Synthesis of Over 800 Meta-Analyses Relating to Achievement (Hattie 2009)

Educational Technology can provide an effective means for learning (Molnar 1997)

Tier:

School Improvement Plan
Bedford High School

Activity - Atlas Rubicon Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will be trained in using Atlas Rubicon as a resource to develop and refine a curriculum that is aligned with the CCSS.	Technology			09/03/2014	05/20/2015	$0	General Fund	Classroom teachers, Principal, Assistant Superintendent of Curriculum and Instruction

Activity - Common Sense Media Digital Literacy and Citizenship Curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will utilize Digital Literacy and Citizenship Curriculum to instruct students in digital literacy skills	Technology			09/03/2014	05/20/2015	$0	General Fund	Assistant Superintendent of Curriculum and Instruction, Principal, Instructional Technologists, and classroom teachers

Activity - Pearson Inform	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers and administrators will be trained to navigate, enter data, disaggregate and create reports to drive and differentiate instruction	Technology			09/03/2014	05/20/2015	$0	General Fund	Assistant Superintendent of Curriculum and Instruction, Principal, Instructional Technologists, and classroom teachers

Strategy 3:

ELA Data Digs - Teachers will participate in data digs with their grade level cohorts.

Research Cited: Research Cited: School demonstrating success with "closing the gap," profiled by the North Carolina Department of Public Instruction in a 2000 study, were more likely than others to assess students periodically for diagnostic purposes and to disaggregate the data (Evaluation Section, Division of Accountability Services, North Carolina Department of Public Instruction 2000).

Tier:

Activity - Data Digs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet with grade-level teams to examine formative and summative data collected throughout the year in order to alter instruction to meet the needs of the learners.	Teacher Collaboration			09/03/2014	05/20/2015	$1250	Title II Part A	Scott Stalker (principal) and classroom teachers

Strategy 4:

At risk intervention - An at-risk coach will be added to help individuals in ELA/reading.

Research Cited: Richard Allington's "What Really Matters in Response to Intervention."

Tier:

Activity - At risk intervention/coaching	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
An at-risk coach will work with students in ELA & provide intervention strategies, support, and help.	Academic Support Program		Implement	09/02/2014	05/25/2015	$40000	Section 31a	Edward Manuszak, Assistant Superintendent of Curriculum & Instruction Andrew Rousselo, Bedford High School Principal

Goal 2: All students will be proficient at writing with specific details

Measurable Objective 1:

A 2% increase of All Students will demonstrate a proficiency in writing in English Language Arts by 05/30/2014 as measured by state objectives and locally based assessments.

Strategy 1:

Use Technology Resources to Improve Writing Instruction - All teachers will use technology resources to improve instruction in writing with details.

Research Cited: CCSS

Educational technology can provide an effective means for learning (Molnar 1997)

Visible Learning: A Synthesis of Over 800 Meta-Analyses Relating to Achievement (Hattie 2009)

Tier:

Activity - Atlas Rubicon Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will be trained in Atlas Rubicon as a resource for creating a curriculum that is aligned with the CCSS.	Technology			09/03/2014	05/20/2015	$0	General Fund	Assistant Superintendent of Curriculum and Instruction, Principal, and classroom teachers

Activity - Common Sense Media Digital Literacy and Citizenship Curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will utilize Digital Literacy and Citizenship Curriculum to instruct students in digital literacy skills.	Technology			09/03/2013	05/30/2014	$0	General Fund	Assistant Superintendent of Curriculum and Instruction, Principal, Instructional Technologists, and classroom teachers

Activity - Pearson Inform	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

All teachers and administrators will be trained to navigate, enter data, disaggregate data, and create reports to drive and differentiate instruction.	Technology			09/03/2014	05/20/2015	$0	General Fund	Assistant Superintendent of Curriculum and Instruction, Principal, Instructional Technologist, and classroom teachers

Strategy 2:

Improving Writing Proficiency - Staff will be given the opportunity to research best practice models of writing across the curriculum and for informational writing.

Research Cited: National Writing Project

Tier:

Activity - Teacher Training on Best Practices in Writing Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Professional development time will be set aside for teachers at all levels to collaborate on how to teach writing and learning new skills on how to implement writing to their students.	Professional Learning			09/03/2014	05/20/2015	$1781	General Fund	Eastern Michigan Writing Project based at EMU with Sarah Lorenz, Director of Professional Development. Bedford High School Teachers Scott Stalker, Principal Edward Manuszak, Asst. Superintendent of Curriculum and Instruction

Strategy 3:

Writing Data Digs - Teachers will participate in data digs with their grade level cohorts.

Research Cited: Research Cited: School demonstrating success with "closing the gap," profiled by the North Carolina Department of Public Instruction in a 2000 study, were more likely than others to assess students periodically for diagnostic purposes and to disaggregate the data (Evaluation Section, Division of Accountability Services, North Carolina Department of Public Instruction 2000).

Tier:

Activity - Writing Data Digs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet with grade-level teams to examine formative and summative data collected throughout the year in order to alter instruction to meet the needs of the learners.	Teacher Collaboration			09/03/2014	05/20/2015	$1800	Title II Part A	Scott Stalker (principal) and classroom teachers

Strategy 4:

At risk intervention - An at-risk coach will be added to help individuals in the ELA content area.

Research Cited: Richard Allington's "What Really Matters in Response to Intervention"

Tier:

Activity - At risk intervention/coaching	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
An at-risk coach will be provide intervention and support in ELA.	Academic Support Program		Implement	09/02/2014	05/25/2015	$0	Section 31a	Edward Manuszak, Assistant Superintendent of Curriculum & Instruction Andrew Rousselo, Bedford High School Principal

Goal 3: All students will increase positive social and academic behaviors

Measurable Objective 1:

collaborate to implement programs to address the social and academic needs of students. by 06/01/2014 as measured by a 2% increase in student survey questions addressing support system.

Strategy 1:

Positive Leadership Activities - Continue to pilot the student activities focusing on positive leadership and avoiding negative behaviors. Continue to use the committee

to develop a statement of purpose, calendar, and potential team-building activities. Train staff how to facilitate the activities of the core group meetings.

Research Cited: When students who are rejected by their peers learn positive social interactions, such as how to ask

questions, show support, make suggestions), this intervention can help them gain peer acceptance and be less likely to be bullied (Pelligrini, 2002).

Tier:

Activity - Student Positive Leadership Activities Training and Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Staff will be trained in the goal, purpose, and strategies involved in implementing positive leadership activities. A committee will develop a calender and a series of character-driven discussion topics and activities to share with the staff.	Behavioral Support Program			09/03/2014	05/20/2015	$0	General Fund	Positive Leadership Committee, all staff, principal

Strategy 2:

Peer Tutoring - A teacher will facilitate a peer tutoring program after school. A designated number of student tutors will be assigned to the tutoring center.

Research Cited: Benefits of peer tutoring are higher academic achievement, better peer relationships, improvement of personal and social development and increase in motivation (Topping, 2008).

Tier:

Activity - Peer Tutoring Developmet and Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will apply and be selected to become peer tutors. Peer tutors and a teacher facilitator will be available to help struggling students after school.	Behavioral Support Program			09/03/2014	05/20/2015	$0	General Fund	Peer Tutoring Facilitators, Principal

Goal 4: All students will be proficient at reading and interpreting data and statistics

Measurable Objective 1:

A 6% increase of All Students will demonstrate a proficiency in reading and interpreting data and statistics in Mathematics by 06/01/2014 as measured by district and state assessments.

Strategy 1:

Improve Students' Skills in Reading and Interpreting Data and Analysis - Teachers will receive professional development about how to read and interpret data and statistics. Create a common vocabulary to be used across the curriculum (focused on but not limited to math, science, and social studies). Teachers will incorporate data and analysis into lesson plans. Teachers, when presented with real-world data, will guide students in reading and interpreting the data.

Research Cited: Common Core and Smarter Balanced Assessment

Tier:

Activity - Reading and Interpreting Data and Analysis Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Teachers will receive training about how to interpret and analyze data. Teachers will work together to create meaningful activities and lessons involving data analysis within their content areas.	Professional Learning			09/03/2014	05/20/2015	$1000	Title II Part A	Math Department, classroom teachers, administrators

Activity - Building Academic Vocabulary	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will be trained in PLCs on how to implement a school-wide math vocabulary.	Professional Learning			09/03/2014	05/20/2015	$1350	General Fund	Math department, teachers, classroom principals

Strategy 2:

Use Technology Resources to Improve Informational Data Interpretaton and Analysis Skills - Teachers will utilize technology resources to improve instruction of interpreting and analyzing data.

Research Cited: CCSS

Visible Learning: A Synthesis of Over 800 Meta-Analyses Relating to Achievement (Hattie 2009)

Educational Technology can provide an effective means for learning (Molnar 1997)

Tier:

Activity - Atlas Rubicon Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will be trained in Atlas Rubicon as a resource for creating curriculum that is aligned with the CCSS.	Technology			09/03/2014	05/20/2015	$0	General Fund	Assistant Superintendent of Curriculum and Instruction, Principal, classroom teachers

Activity - Pearson Inform	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

All teachers and administrators will be trained to navigate, enter data, dissagregate data, and create reports to drive and differentiate instruction.	Technology			09/03/2014	05/20/2015	$0	General Fund	Assistant Superintendent of Curriculum and Instruction, Principal, and classroom teachers

Strategy 3:

Improve Students' Skills in Reading and Interpreting Data and Analysis in Science - Science teachers will receive training and begin to implement the Next Generation

Science Standards in order to build students' skills in reading and interpreting data and analysis within science.

Research Cited: Next Generation Science Standards

Tier:

Activity - Science Teacher Formative Assessment Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A district formative assessment team will be formed comprised of two elementary, two junior high, and senior high staff members who work exclusively with this team throughout the year to provide guidance on organizing, analyzing, and collaborating with high school staff who teach science.	Professional Learning			09/03/2014	05/20/2015	$0	General Fund	Principal, Science Teachers, Assistant Superintendent of Curriculum and Instruction

Strategy 4:

Math Data Digs - Teachers will participate in data digs with their grade level cohorts.

Research Cited: Research Cited: School demonstrating success with "closing the gap," profiled by the North Carolina Department of Public Instruction in a 2000 study,

were more likely than others to assess students periodically for diagnostic purposes and to disaggregate the data (Evaluation Section, Division of Accountability

Services, North Carolina Department of Public Instruction 2000).

Tier:

Activity - Data Digs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Teachers will meet with grade-level teams to examine formative and summative data collected throughout the year in order to alter instruction to meet the needs of the learners.	Teacher Collaboration			09/03/2014	05/20/2015	$1250	Title II Part A	Scott Stalker (principal) and classroom teachers

Strategy 5:

At risk intervention - An at-risk coach will be added to help individuals to provide support in math.

Research Cited: Richard Allington's "What Really Matters in Response to Intervention"

Tier:

Activity - At risk intervention/coaching	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
An at-risk coach will provide intervention strategies and intervention for students in math.	Academic Support Program		Implement	09/02/2014	05/25/2015	$0	Section 31a	Edward Manuszak, Assistanct Superintendent of Curriculum and Instruction Andrew Rousselo, Bedford High School Principal

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
At risk intervention/coaching	An at-risk coach will work with students in ELA & provide intervention strategies, support, and help.	Academic Support Program		Implement	09/02/2014	05/25/2015	$40000	Edward Manuszak, Assistant Superintendent of Curriculum & Instruction Andrew Rousselo, Bedford High School Principal
At risk intervention/coaching	An at-risk coach will provide intervention strategies and intervention for students in math.	Academic Support Program		Implement	09/02/2014	05/25/2015	$0	Edward Manuszak, Assistanct Superintendent of Curriculum and Instruction Andrew Rousselo, Bedford High School Principal

At risk intervention/coaching	An at-risk coach will be provide intervention and support in ELA.	Academic Support Program		Implement	09/02/2014	05/25/2015	$0	Edward Manuszak, Assistant Superintendent of Curriculum & Instruction Andrew Rousselo, Bedford High School Principal

Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Data Digs	Teachers will meet with grade-level teams to examine formative and summative data collected throughout the year in order to alter instruction to meet the needs of the learners.	Teacher Collaboration			09/03/2014	05/20/2015	$1250	Scott Stalker (principal) and classroom teachers
Data Digs	Teachers will meet with grade-level teams to examine formative and summative data collected throughout the year in order to alter instruction to meet the needs of the learners.	Teacher Collaboration			09/03/2014	05/20/2015	$1250	Scott Stalker (principal) and classroom teachers
Note-taking across the curriculum	All students will be apply note-taking strategies while reading nonfiction pieces across the curriculum (with focus on social studies). Coordinated Professional Development opportunities will be organized by Assistant Superintendent of Instruction and Student Services to allow the staff the opportunity to deepen their content knowledge over this topic.	Direct Instruction			09/03/2014	05/20/2015	$590	Edward Manusak (Assistant Superintendent of Instruction and Student Services), School Improvement team, classroom teachers, principal

Reading and Interpreting Data and Analysis Training	Teachers will receive training about how to interpret and analyze data. Teachers will work together to create meaningful activities and lessons involving data analysis within their content areas.	Professional Learning			09/03/2014	05/20/2015	$1000	Math Department, classroom teachers, administrators
Writing Data Digs	Teachers will meet with grade-level teams to examine formative and summative data collected throughout the year in order to alter instruction to meet the needs of the learners.	Teacher Collaboration			09/03/2014	05/20/2015	$1800	Scott Stalker (principal) and classroom teachers

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Building Academic Vocabulary	Staff will be trained in PLCs on how to implement a school-wide math vocabulary.	Professional Learning			09/03/2014	05/20/2015	$1350	Math department, teachers, classroom principals
Atlas Rubicon Training	All teachers will be trained in using Atlas Rubicon as a resource to develop and refine a curriculum that is aligned with the CCSS.	Technology			09/03/2014	05/20/2015	$0	Classroom teachers, Principal, Assistant Superintendent of Curriculum and Instruction
Student Positive Leadership Activities Training and Implementation	Staff will be trained in the goal, purpose, and strategies involved in implementing positive leadership activities. A committee will develop a calender and a series of character-driven discussion topics and activities to share with the staff.	Behavioral Support Program			09/03/2014	05/20/2015	$0	Positive Leadership Committee, all staff, principal

Teacher Training on Best Practices in Writing Instruction	Professional development time will be set aside for teachers at all levels to collaborate on how to teach writing and learning new skills on how to implement writing to their students.	Professional Learning			09/03/2014	05/20/2015	$1781	Eastern Michigan Writing Project based at EMU with Sarah Lorenz, Director of Professional Development. Bedford High School Teachers Scott Stalker, Principal Edward Manuszak, Asst. Superintendent of Curriculum and Instruction
Note-taking across the curriculum	All students will be apply note-taking strategies while reading nonfiction pieces across the curriculum (with focus on social studies). Coordinated Professional Development opportunities will be organized by Assistant Superintendent of Instruction and Student Services to allow the staff the opportunity to deepen their content knowledge over this topic.	Direct Instruction			09/03/2014	05/20/2015	$1350	Edward Manusak (Assistant Superintendent of Instruction and Student Services), School Improvement team, classroom teachers, principal

Pearson Inform	All teachers and administrators will be trained to navigate, enter data, disaggregate data, and create reports to drive and differentiate instruction.	Technology			09/03/2014	05/20/2015	$0	Assistant Superintendent of Curriculum and Instruction, Principal, Instructional Technologist, and classroom teachers
Common Sense Media Digital Literacy and Citizenship Curriculum	All teachers will utilize Digital Literacy and Citizenship Curriculum to instruct students in digital literacy skills.	Technology			09/03/2013	05/30/2014	$0	Assistant Superintendent of Curriculum and Instruction, Principal, Instructional Technologists, and classroom teachers
Science Teacher Formative Assessment Development	A district formative assessment team will be formed comprised of two elementary, two junior high, and senior high staff members who work exclusively with this team throughout the year to provide guidance on organizing, analyzing, and collaborating with high school staff who teach science.	Professional Learning			09/03/2014	05/20/2015	$0	Principal, Science Teachers, Assistant Superintendent of Curriculum and Instruction
Pearson Inform	All teachers and administrators will be trained to navigate, enter data, disaggregate and create reports to drive and differentiate instruction	Technology			09/03/2014	05/20/2015	$0	Assistant Superintendent of Curriculum and Instruction, Principal, Instructional Technologists, and classroom teachers

Peer Tutoring Developmet and Implementation	Students will apply and be selected to become peer tutors. Peer tutors and a teacher facilitator will be available to help struggling students after school.	Behavioral Support Program			09/03/2014	05/20/2015	$0	Peer Tutoring Facilitators, Principal
Atlas Rubicon Training	All teachers will be trained in Atlas Rubicon as a resource for creating curriculum that is aligned with the CCSS.	Technology			09/03/2014	05/20/2015	$0	Assistant Superintendent of Curriculum and Instruction, Principal, classroom teachers
Atlas Rubicon Training	All teachers will be trained in Atlas Rubicon as a resource for creating a curriculum that is aligned with the CCSS.	Technology			09/03/2014	05/20/2015	$0	Assistant Superintendent of Curriculum and Instruction, Principal, and classroom teachers
Pearson Inform	All teachers and administrators will be trained to navigate, enter data, dissagregate data, and create reports to drive and differentiate instruction.	Technology			09/03/2014	05/20/2015	$0	Assistant Superintendent of Curriculum and Instruction, Principal, and classroom teachers
Common Sense Media Digital Literacy and Citizenship Curriculum	All teachers will utilize Digital Literacy and Citizenship Curriculum to instruct students in digital literacy skills	Technology			09/03/2014	05/20/2015	$0	Assistant Superintendent of Curriculum and Instruction, Principal, Instructional Technologists, and classroom teachers