



School Improvement Plan

Stuckey Center

Redford Union School District

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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?

Stuckey Center is a Wayne County funded center program for Emotionally Impaired students in grades K-12. The school is located in Redford Township and serves eight northwest Wayne County school districts. We have approximately 145 students for the 2014-15 school year. Our school has 23 classrooms spaces, 12 Social Work office spaces, 3 behavioral support rooms, 2 administrative offices. Our staff reside either in the community or in neighboring communities. Redford Township, once a middle income community, is now a low income community. The districts that we serve are middle to high income communities.

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.

The staff of Stuckey Center believes that all students can learn when provided with a safe, supportive environment. Through the collective effort of staff, students, family, community and administrators, we provide an individualized program with a variety of services to aid in the advancement of each student's social-emotional development and academic achievement. This encourages students to develop into responsible, productive members of society.

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.

We have continued to experience a decrease in student suspensions and support center referrals. This has been accomplished through the implementation of our PBIS program. We will continue to explore interventions to efficiently transition our students to a less restrictive environment.

Additional Information

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

We constantly strive to work with Wayne County RESA, Redford Union Schools and our sending school districts to improve the educational growth and transition opportunities for our students.

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.

An SIP team leader was designated by administration. Content/grade level representatives were designated. Classroom coverage was provided in order for the teams to meet to revise the SIP. Revisions and outcomes were shared at school wide meetings.

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

Teachers from various grade levels and subject matters participated in the process. They reviewed the existing SIP, made revisions and provided current SIP to colleagues.

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

A copy of the current plan is provided to educational staff, the SIP team leader developed and provided binders specifically indentifying classroom strategies and interventions.

School Data Analysis

Introduction

The School Data Analysis (SDA) is a diagnostic tool intended to facilitate rich and deep collaborative discussions among staff members about school data. The SDA can serve as a guide to determine a school's strengths and challenges as well as directions for improvement based on an analysis of data and responses to a series of data - related questions in content areas. This data collection and analysis process should include the identification of achievement gaps as well as reflections on possible causes for these gaps. This diagnostic represents the various types of data that should be continuously collected, reviewed, analyzed and evaluated. Completion of the SDA is one piece of a school's comprehensive needs assessment process.

Demographic Data

Demographic data is data that provides descriptive information about the school community. Examples may include enrollment, attendance, grade levels, race/ethnicity, gender, students with disabilities, English learners, socio-economic status, graduation rate, suspensions/expulsions, etc.

Student Demographic Data

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

Increasing number of economically disadvantaged students.

Student Demographic Data

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

Our students generally have a history of poor school attendance and school avoidance. The challenge is to get them in school regularly.

Student Demographic Data

3. In looking at the three year trend in student behavior data (discipline referrals, suspensions and expulsions), what challenges have been identified?

Our biggest challenge is to continue to limit the number of suspensions.

Student Demographic Data

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

We will continue to implement school wide PBIS and work with families to improve attendance. We will participate in expanded free and reduced meals program.

Teacher/School Leader(s) Demographic Data

5. As you review the number of years of teaching and administrative experience of the school leader(s) in your building, what impact might this have on student achievement?

Our school leader's experience has a positive impact on student achievement.

Teacher/School Leader(s) Demographic Data

6. As you review the number of years of teaching experience of teachers in your building, what impact might this have on student achievement?

The years of experience almost all of our teachers have has a positive impact on student achievement.

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Teacher/School Leader(s) Demographic Data

7. As you review the total number of days for school leader absences and note how many were due to professional learning and /or due to illness, what impact might this have on student achievement?

It appears to have had a slightly positive impact on student achievement.

Teacher/School Leader(s) Demographic Data

8. As you review the total number of days for teacher absences due to professional learning and/or illness, what impact might this have on student achievement?

It appears to have had a slightly positive impact on student achievement.

Teacher/School Leader(s) Demographic Data

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

Retain quality and experienced staff members.

Process Data

Process data is information about the practices and procedures schools use to plan, deliver and monitor curriculum, instruction and assessment.

10. In reviewing the results of the School Systems Review or the Interim Self Assessment/Self Assessment, what strands/standards/indicators stand out as strengths?

Learning environment and culture for learning.

11. In reviewing the results of the School Systems Review or the Interim Self Assessment/Self Assessment, what strands/standards/indicators stand out as challenges?

Communication systems and collaborative teams.

12. How might these challenges impact student achievement?

Better communication and collaborative teamwork could enhance student achievement.

13. What actions could be taken and incorporated into the School Improvement Plan to address these challenges from the School Systems Review or the Interim Self Assessment/Self Assessment.

Review and address communication systems. Provide better structure for team collaboration.

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

All of our students are eligible for special education services and are given full access to all accommodations within our program.

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

Students have the opportunity to take extra credit courses during grades 9-12.

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

Credit reviews and transitions plans are processed and shared with the student and his parent/guardian.

17. What evidence do you have to indicate the extent to which the state content standards are being implemented with fidelity i.e. horizontal and vertical alignment, in all content courses and grade levels?

Lesson plans, pacing guides and curriculum standards.

18. How does your school use health survey/screener results (i.e. MIPHY) to improve student learning? Answer only if you completed a health survey/ screener.

n/a

Achievement/Outcome Data

Achievement/outcome data tell us what students have learned. These include classroom-level, benchmark, interim and formative assessment data as well as summative data such as standardized test scores from annual district and state assessments. If the school completed the Student Performance Diagnostic for the AdvancED External Review, please insert 'See Student Performance Diagnostic' in each text box.

19a. Reading- Strengths

Seventh and eighth grade reading proficiency has improved.

19b. Reading- Challenges

Sixth and eleventh grade proficiency has declined.

19c. Reading- Trends

A slight increase in overall proficiency occurred.

19d. Reading- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

Use of MAP assessment and other interventions.

20a. Writing- Strengths

Seventh grade proficiency scores rose.

20b. Writing- Challenges

Most students still lack proficient writing skills.

20c. Writing- Trends

Better proficiency but still low.

20d. Writing- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

Summarizing, note taking and composition practice will continue.

21a. Math- Strengths

Improved percentage of students showing projected growth.

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21b. Math- Challenges

Low number of students still showing proficiency in math.

21c. Math- Trends

Consistent scores for 11th graders.

21d. Math- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

Utilize "Best Practices in Mathematics Teaching"

22a. Science- Strengths

None noted.

22b. Science- Challenges

Low and declining scores.

22c. Science- Trends

Low and declining scores.

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22d. Science- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

Utilize "Classroom Instruction That Works."

23a. Social Studies- Strengths

Economically disadvantaged 11th graders outscored non-economically disadvantaged students.

23b. Social Studies- Challenges

Overall low proficiency scores.

23c. Social Studies- Trends

None of note.

23d. Social Studies- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

Utilize "Classroom Instruction That Works."

Perception Data

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

24a. Student Perception Data

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

N/A

24b. Student Perception Data

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

N/A

24c. Student Perception Data

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

N/A

25a. Parent/Guardian Perception Data

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

N/A

25b. Parent/Guardian Perception Data

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

N/A

25c. Parent/Guardian Perception Data

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

N/A

26a. Teacher/Staff Perception Data

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

N/A

26b. Teacher/Staff Perception Data

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

N/A

26c. Teacher/Staff Perception Data

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

N/A

27a. Stakeholder/Community Perception Data

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

N/A

27b. Stakeholder/Community Perception Data

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

N/A

27c. Stakeholder/Community Perception Data

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

N/A

Summary

28a. Summary

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

Our challenges are increasing economically disadvantaged population, poor attendance and overall low achievement scores. Our strengths are our positive educational environment, SWPBIS, and retention of quality staff.

28b. Summary

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

Our challenges have a negative impact on student achievement.

28c. Summary

How will these challenges be addressed in the School Improvement Plan's Goals, Measurable Objectives, Strategies and Activities for the upcoming year? For Priority Schools, which of these high need areas will inform the Big Ideas and the Reform/Redesign Plan?

We will implement, review and revise as needed our interventions outlined in the SIP

School Additional Requirements Diagnostic

Introduction

This diagnostic contains certification requirements for Michigan schools. This diagnostic must be completed by all schools.

School Additional Requirements Diagnostic

Label	Assurance	Response	Comment	Attachment
	Literacy and math are tested annually in grades 1-5.	Yes	WRAT, DRA, NWEA/MAP	

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	http://www.redfordu.k12.mi.us/downloads/annual_education_reports/2011-12stuckeyaer_20121210_0918159.pdf	

Label	Assurance	Response	Comment	Attachment
	Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.	Yes	We use Career Cruising for our EDP's.	

Label	Assurance	Response	Comment	Attachment
	Our school reviews and annually updates the EDPs to ensure academic course work alignment.	Yes	EDP's and student credit summaries are combined to align coursework.	

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

Label	Assurance	Response	Comment	Attachment
	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	Lawrence Digon Director of Human Resources 19990 Beech Rd Redford, MI 48240 313-242-6000	

School Improvement Plan

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Label	Assurance	Response	Comment	Attachment
	The institution has a School-Parent Involvement Plan (that addresses Section 1118 activities) that is aligned to the District's Board Policy. If yes, please attach the School-Parent Involvement Plan below.	No	N/A. We are not a Title 1 eligible school.	

Label	Assurance	Response	Comment	Attachment
	The institution has a School-Parent Compact. If yes, please attach the School-Parent Compact below.	No	N/A. We are not a Title 1 eligible school.	

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

School Additional Requirements Diagnostic

Introduction

This diagnostic contains certification requirements for Michigan schools. This diagnostic must be completed by all schools.

School Additional Requirements Diagnostic

Label	Assurance	Response	Comment	Attachment
	Literacy and math are tested annually in grades 1-5.	Yes	WRAT 4, DRA, NWEA/MAP	

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	http://www.redfordu.k12.mi.us/downloads/annual_education_reports/annualeducationreport_stuckey_20130820_154809_5.pdf	

Label	Assurance	Response	Comment	Attachment
	Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.	Yes	We use Career Cruising for our EDP.s.	

Label	Assurance	Response	Comment	Attachment
	Our school reviews and annually updates the EDPs to ensure academic course work alignment.	Yes	EDP's and student credit summaries are combined to align coursework.	

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

Label	Assurance	Response	Comment	Attachment
	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	Larry Digon Director of Human Resources 19990 Beech Road Redford, MI 48240 313-242-6000	

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Label	Assurance	Response	Comment	Attachment
	The institution has a School-Parent Compact. If yes, please attach the School-Parent Compact below.	No	N/A. We are not a Title 1 eligible school.	

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

Stuckey Center

Overview

Plan Name

Stuckey Center

Plan Description

School Improvement Plan 2015-16

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students at Stuckey Center will become more proficient in the area of English Language Arts, which includes by it not limited to, Literacy and Composition.	Objectives: 1 Strategies: 1 Activities: 2	Academic	\$1500
2	All students at Stuckey Center (EDT) will improve mathematical reasoning skills	Objectives: 2 Strategies: 3 Activities: 3	Academic	\$1500
3	All students at Stuckey Center will improve their understanding of Social Studies concepts.	Objectives: 2 Strategies: 3 Activities: 3	Academic	\$800
4	All students at Stuckey Center will improve their understanding of Scientific Inquiry.	Objectives: 2 Strategies: 3 Activities: 3	Academic	\$1200

Goal 1: All students at Stuckey Center will become more proficient in the area of English Language Arts, which includes by it not limited to, Literacy and Composition.

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

Measurable Objective 1:

45% of Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in Reading Comprehension in English Language Arts by 06/10/2016 as measured by 2016 M-Step data (gr. 3-8 & 11), 2016 MME data (gr. 11), NWEA MAP Reading (gr. 2-11), NWEA MAP ELA (gr. 2-11), Developmental Reading Assessment 2 (gr. K-2), formative assessments, teacher observations, and/or quarterly reviewed Instructional Objectives.

Strategy 1:

Summarization, Note Taking and Writing - Student Based - This strategy will be implemented through the use of research based strategies and activities. It will be monitored through lesson plans.

Research Cited: * "Classroom Instruction That Works: Researched Based Strategies for Increasing Student Achievement" handout (Marzano)

* "Summarization In Any Subject: 50 Techniques to Improve Student Learning (Wormell)

* "Deeper Reading" and "Teaching Adolescent Writers" (Gallagher)

* "The Writing Workshop: A World of Difference" (gr. K-5) (Caulkins)

* "The Daily 5" (Boushey and Moser)

* "The Cafe Book" (Boushey and Moser)

Tier:

Activity Based	Summarization, Note Taking, and Writing - Student	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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<p>* Students will continue to experience DEAR time (gr. K-8), and SSR (gr. 9-12)</p> <p>* Students will be provided with direct instruction in the use of summarization and note taking strategies through the use of templates.</p> <p>* Students will have writing integrated into all ELA classes.</p> <p>* Students will be given self-editing instruction and practice to improve their writing assignments.</p>	Direct Instruction	Monitor	09/08/2015	06/10/2016	\$300	Other	Croy; Gaskin; Gauci; Girbach; Holdorf.; Kohn; Konen; Kornacki; Kramer; Kusisto; Lindsey; Matthews; Middleton; Pearce; Perpich; Rahill; West; Bess; Reitz
<p>Activity - Summarization, Note Taking, and Writing - Staff Based</p> <p>* Teachers can request Woodcock-Johnson 3R testing for struggling students. This option will be available as an assessment/prescriptive teaching tool. Subs will need to be provided for test administrators.</p> <p>* Teachers will integrate writing into all areas of the curriculum.</p> <p>* ELA teachers will be given the opportunity to attend workshops related to Literacy and/or Composition.</p> <p>* ELA SIC members will meet twice a year to review progress of SIP.</p> <p>* Teachers will give instruction in self-editing techniques for student writing projects.</p>	Direct Instruction	Monitor	09/08/2015	06/10/2016	\$1200	Other	Croy; Gaskin; Gauci; Girbach; Holdorf, A.; Kohn; Konen; Kornacki; Kramer; Kusisto; Lindsey; Matthews; Middleton; Pearce; Perpich; Rahill; West; Bess; Reitz

Goal 2: All students at Stuckey Center (EDT) will improve mathematical reasoning skills

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

Measurable Objective 1:

20% of Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh and Eighth grade students will demonstrate a proficiency in Mathematical Reasoning in Mathematics by 06/10/2016 as measured by 2016 M-Step Math data, WRAT 4, NWEA-MAP, formative assessments, teacher observations, quarterly reviewed Instructional Objectives.

SY 2015-2016

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Strategy 1:

Mathematical Reasoning - EDT Student Based - This strategy will be implemented through the use of research based strategies and activities. It will be monitored through lesson plans.

Research Cited: * "Best Practices in Mathematics Teaching" (Vogel)

* "Classroom Instruction That Works: Research Based Strategies for Increasing Student Achievement" handout (Wormell)

* Summarization In Any Subject: 50 Techniques to Improve Student Learning" (Wormell)

Tier:

Activity - Mathematical Reasoning (EDT) Student Based	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
* Students will use graphic organizers to assist in developing well formulated ideas and understanding of math concepts in their math notebooks or folders. Templates will be provided. * Students will use manipulative and/or graphing or scientific calculators (middle school) to assist in solving complex mathematical problems. * Starting in second semester 2016-17 school year, students will participate in at least 1 real world application activity appropriate for their grade level per month	Direct Instruction		Monitor	09/08/2015	06/15/2018	\$0	No Funding Required	Gauci; Holdorf; Kornacki ; Kramer; Lindsey; Perpich; West; Bess

Strategy 2:

Mathematical Reasoning - Staff Based - This strategy will be implemented through the use of research based strategies and activities. It will be monitored through lesson plans.

Research Cited: * Best Practices in Mathematics Teaching" (Vogel)

* "Classroom Instruction That Works: Research Based Strategies for Increasing Student Achievement" handout (Wormell)

* "Summarization in Any Subject: 50 Techniques to Improve Student Learning" (Wormell)

Tier:

Activity - Mathematical Reasoning - Staff Based	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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<p>Teachers will model and provide systematic and explicit instruction which includes the use of summarization note taking strategies. Templates will be provided.</p> <ul style="list-style-type: none"> * Math teachers will be given the opportunity to attend workshops related to Mathematical strategies, concepts, technology, and manipulatives. * Math SIC will facilitate meeting to align a continuum of services between the middle and high schools. * Purchase "Scholastic Math" magazines to be shared among math classrooms. * Teachers will be given the opportunity to be trained in and use manipulatives and graphing calculators in the middle and high schools. * Teachers will research real world application resources/activities to be used by the students in their math classes. * Beginning second semester, teachers will provide at least 1 real world application activity appropriate for the level of math they are teaching to their students per month. * All Math SIC members will meet twice a year to review SIP progress. * Math SIC will explore and present possible departmentalization of the math program (K-8). 	Curriculum Development	Monitor	09/08/2015	06/10/2016	\$1500	Other	Croy, Gaskin; Girbach; Holdorf; Kohn; Kornacki; Kramer; Kusisto; Lindsey; Matthews; Middleton; Pearce; Perpich; Rahill.; West; Bess; Reitz
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Measurable Objective 2:

10% of Ninth, Tenth, Eleventh and Twelfth grade students will demonstrate a proficiency in Mathematical Reasoning skills in Mathematics by 06/10/2016 as measured by 2016 Math MME, 2016 M-Step (Gr. 11), and NWEA Math Map data (score of 220 gr. 9-11).

Strategy 1:

Mathematical Reasoning (ADT) Student Based - This strategy will be implemented through the use of research based strategies and activities. It will be monitored through lesson plans.

Research Cited: * "Best Practices in Mathematics Teaching" (Vogel)

* "Classroom Instruction That Work: Research Based Strategies for Increasing Student Achievement" handout (Wormelli)

* "Summarization in Any Subject: 50 Techniques to Improve Student Learning" (Wormelli)

Tier:

Activity - Mathematical Reasoning (ADT) Student Based	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

This strategy will be implemented on a daily basis through the use of research based strategies and activities. It will be monitored through lesson plans.	Direct Instruction	Monitor	09/09/2014	06/15/2018	\$0	No Funding Required	Croy; Gaskin; Girbach; Kohn; Kusisto; Matthews; Middleton; Pearce; Rahill; Reitz
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Goal 3: All students at Stuckey Center will improve their understanding of Social Studies concepts.

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

Measurable Objective 1:

25% of Third, Fourth, Fifth, Sixth, Seventh and Eighth grade students will demonstrate a proficiency in understanding Social Studies concepts in Social Studies by 06/10/2016 as measured by 2015 Social Studies M-Step (gr. 5 & 8) and formative assessments (other grades).

Strategy 1:

Elem. / Middle School Social Studies - Student Based - This strategy will be implemented through the use of research based strategies and activities. It will be monitored through lesson plans.

Research Cited: * "Classroom Instruction That Works: Research Based Strategies for Increasing Student Achievement" handout (Marzano)

* "Summarization In Any Subject: 50 Techniques to Improve Student Learning" (Wormelli)

Tier:

Activity - Social Studies (EDT) Student Based	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
* Students will use graphic organizers to assist in developing well formulated ideas and understanding concepts in their Social Studies classes. Templates will be provided. * Students will participate in a "project showcase" demonstrating their knowledge of the Social Studies concepts they are learning.	Direct Instruction		Monitor	09/08/2015	06/10/2016	\$0	No Funding Required	Gauci; Holdorf; Kornacki; Kramer; Lindsey; Perpich; West, Bess

Strategy 2:

Social Studies - Staff Based - This strategy will be implemented through the use of research based strategies and activities. It will be monitored through lesson plans.

Research Cited: * "Classroom Instruction That Works: Research Based Strategies for Increasing Student Achievement: (Marzano)

* "Summarization In Any Subject: 50 Techniques to Improve Student Learning (Wormelli)

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Tier:

Activity - Social Studies - Staff Based	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>* Teachers will model and provide direct instruction in the use of summarization and note taking strategies using graphic organizers. Templates will be provided.</p> <p>* Teachers will integrate writing into the Social Studies curriculum.</p> <p>* Teachers will use more technology to enhance & strengthen student understanding of concepts.</p> <p>* "Time for Kids" will be purchased for classrooms to share.</p> <p>* "New York Times Up Front" (High School) will be purchased for classrooms to share.</p> <p>* All Social Studies teachers will have the opportunity to attend workshops related to the area of Social Studies that they teach (if available).</p> <p>* All SIC members will meet twice a year to review the progress of the SIP.</p> <p>* All Staff teaching Social Studies will receive copies of the Common Core Standards so that they can align their lessons to it.</p>	Direct Instruction		Monitor	09/08/2015	06/10/2016	\$800	Other	Croy; Gauci; Holdorf; Kohn; Koren; Kornacki; Kramer; Kusisto; Lindsey; Matthews; Middleton; Perpich; Rahill; West; Bess; Reitz

Measurable Objective 2:

35% of Ninth, Tenth, Eleventh and Twelfth grade students will demonstrate a proficiency in Social Studies concepts in Social Studies by 06/10/2016 as measured by 2015 Social Studies M-Step (Gr. 11) data and formative assessments.

Strategy 1:

High School Social Studies -Student Based - This strategy will be implemented through the use of research based strategies and activities. It will be monitored through lesson plans.

Research Cited: * "Classroom Instruction That Works: Research Based Strategies for Increasing Student Achievement" handout (Marzano)

* "Summarization In Any Subject: 50 Techniques to Improve Student Learning (Wormell)

Tier:

Activity - High School Social Studies - Student Based	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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<p>* Students will use graphic organizers to assist in developing well formulated ideas and understanding of concepts in Social Studies classes. Templates will be provided. *Students will participate in a "project showcase" demonstrating their knowledge of the Social Studies concepts that have been taught. Items will be displayed.</p>	Direct Instruction	Monitor	09/08/2015	06/10/2016	\$0	No Funding Required	Croy, Girbach; Kohn; Konen; Kusisto; Matthews; Middleton; Rahill; Reitz
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Goal 4: All students at Stuckey Center will improve their understanding of Scientific Inquiry.

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

Measurable Objective 1:

10% of Third, Fourth, Fifth, Sixth, Seventh and Eighth grade students will demonstrate a proficiency in their understanding of scientific inquiry in Science by 06/10/2016 as measured by 2016 Science M-Step, NWEA-MAP Science sections, and formative assessments..

Strategy 1:

Elementary / Middle Science - Student Based - This strategy will be implemented through the use of research based strategies and activities. It will be monitored through lesson plans.

Research Cited: * "Classroom Instruction That Works: Research Based Strategies for Increasing Student Achievement" handout (Marzano)

* "Summarization In Any subject: 50 Techniques to Improve Student Learning" (Wormelli)

Tier:

Activity - Elementary / Middle Science - Student Based	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>* Students will use graphic organizers to assist in developing well formulated ideas and understanding of concepts in Science. Templates will be provided. * Students will participate in a "Visual/Graphic Depiction" demonstrating their knowledge of the Science concepts they are learning. * Students will participate in Scientific learning experiences which will include, but not limited to, experiments.</p>	Direct Instruction		Monitor	06/09/2015	06/10/2016	\$0	No Funding Required	Hoidorf; Kramacki; Kramer; Lindsey; Perpich; West; Bess

Strategy 2:

Science - Staff Based - This strategy will be implemented on a daily basis through the use of research based strategies and activities. It will be monitored through lesson plans.

Research Cited: * "Classroom Instruction That Works: Research Based Strategies for Increasing Student Achievement" handout (Marzano)

* "Summarization In Any Subject: 50 Techniques to Improve Student Learning" (Wormelli)

Tier:

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Activity - Science - Staff Based	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>* Teachers will model and provide direct instruction in the use of summarization and note taking strategies through the use of graphic organizers. Templates will be provided.</p> <p>* Teachers will provide the opportunity for students to establish a "visual/graphic depiction" of the scientific concepts they are learning in class.</p> <p>* Teachers will provide more project based learning experiences which will include, but will not be limited to, participating in Scientific experiments.</p> <p>* A teacher committee will investigate funding for purchasing materials for experiments and will submit a list of materials and costs to administration.</p> <p>* Science teachers will provide in-service workshops for each other in order to share ideas and experiments that may be done in Science classes.</p> <p>* Teachers will use "Super Science" or "Science World" magazines to enhance their science lessons.</p> <p>* Science teachers will be given the opportunity to attend workshops related to Science.</p> <p>* All Science SIC members will meet twice a year to review progress of the SIP.</p>	Direct Instruction		Monitor	09/08/2015	06/10/2016	\$1200	Other	Croy; Gauci; Girbach; Kohn; Konen; Kornacki; Kramer; Kusisto; Lindsey; Middleton; Perpich; West; Bess; Reitz

Measurable Objective 2:

35% of Ninth, Tenth, Eleventh and Twelfth grade students will demonstrate a proficiency in understanding of Scientific Inquiry. in Science by 06/12/2015 as measured by 2015 Science MME (target score of 17), NWEA Science MAP (target score of 210), and formative assessments.

Strategy 1:

High School Science - Student Based - This strategy will be implemented on a daily basis through the use of research based strategies and activities. It will be monitored through lesson plans.

Research Cited: * "Classroom Instruction That Works: Research Based Strategies for Increasing Student Achievement" handout (Marzano)

* "Summarization In Any Subject: 50 Techniques to Improve Student Learning" (Wormelli)
Tier:

Activity - High School Science - Student Based	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>* Students will use graphic organizers to assist in developing well formulated ideas and understanding of the Science concepts they are learning. Templates will be provided.</p> <p>* Students will participate in a "Visual/Graphic Depiction" demonstrating their knowledge of Science concepts they are learning.</p>	Direct Instruction		Monitor	09/08/2015	06/10/2016	\$0	No Funding Required	Croy; Girbach; Kohn; Konen; Kusisto; Middleton; Reitz

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Other

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Social Studies - Staff Based	<ul style="list-style-type: none"> * Teachers will model and provide direct instruction in the use of summarization and note taking strategies using graphic organizers. Templates will be provided. * Teachers will integrate writing into the Social Studies curriculum. * Teachers will use more technology to enhance & strengthen student understanding of concepts. * "Time for Kids" will be purchased for classrooms to share. * "New York Times Up Front" (High School) will be purchased for classrooms to share. * All Social Studies teachers will have the opportunity to attend workshops related to the area of Social Studies that they teach (if available). * All SIC members will meet twice a year to review the progress of the SIP. * All Staff teaching Social Studies will receive copies of the Common Core Standards so that they can align their lessons to it. 	Direct Instruction		Monitor	09/08/2015	06/10/2016	\$800	Croy; Gauci; Holdorf; Kohn; Konen; Kornacki; Kramer; Kusisto; Lindsey; Matthews; Middleton; Perpich; Rahill; West; Bess; Reitz

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<p>Summarization, Note Taking, and Writing - Staff Based</p>	<p>* Teachers can request Woodcock-Johnson 3R testing for struggling students. This option will be available as an assessment/prescriptive teaching tool. Subs will need to be provided for test administrators. * Teachers will integrate writing into all areas of the curriculum. * ELA teachers will be given the opportunity to attend workshops related to Literacy and/or Composition. * ELA SIC members will meet twice a year to review progress of SIP. * Teachers will give instruction in self-editing techniques for student writing projects.</p>	<p>Direct Instruction</p>	<p>Monitor</p>	<p>09/08/2015</p>	<p>06/10/2016</p>	<p>\$1200</p>	<p>Croy; Gaskin; Gauci; Girbach; Holdorf, A.; Kohn; Konen; Kornacki; Kramer; Kusisto; Lindsey; Matthews; Middleton; Pearce; Perpich; Rahill; West; Bess; Reitz</p>
<p>Science - Staff Based</p>	<p>* Teachers will model and provide direct instruction in the use of summarization and note taking strategies through the use of graphic organizers. Templates will be provided. * Teachers will provide the opportunity for students to establish a "visual/graphic depiction" of the scientific concepts they are learning in class. * Teachers will provide more project based learning experiences which will include, but will not be limited to, participating in Scientific experiments. * A teacher committee will investigate funding for purchasing materials for experiments and will submit a list of materials and costs to administration. * Science teachers will provide in-service workshops for each other in order to share ideas and experiments that may be done in Science classes. * Teachers will use "Super Science" or "Science World" magazines to enhance their science lessons. * Science teachers will be given the opportunity to attend workshops related to Science. * All Science SIC members will meet twice a year to review progress of the SIP.</p>	<p>Direct Instruction</p>	<p>Monitor</p>	<p>09/08/2015</p>	<p>06/10/2016</p>	<p>\$1200</p>	<p>Croy; Gauci; Girbach; Kohn; Konen; Kornacki; Kramer; Kusisto; Lindsey; Middleton; Perpich; West; Bess; Reitz</p>

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<p>Mathematical Reasoning - Staff Based</p>	<p>* Teachers will model and provide systematic and explicit instruction which includes the use of summarization note taking strategies. Templates will be provided. * Math teachers will be given the opportunity to attend workshops related to Mathematical strategies, concepts, technology, and manipulatives. * Math SIC will facilitate meeting to align a continuum of services between the middle and high schools. * Purchase "Scholastic Math" magazines to be shared among math classrooms. * Teachers will be given the opportunity to be trained in and use manipulatives and graphing calculators in the middle and high schools. * Teachers will research real world application resources/activities to be used by the students in their math classes. * Beginning second semester, teachers will provide at least 1 real world application activity appropriate for the level of math they are teaching to their students per month. * All Math SIC members will meet twice a year to review SIP progress. * Math SIC will explore and present possible departmentalization of the math program (K-8).</p>	<p>Curriculum Development</p>	<p>Monitor</p>	<p>09/08/2015</p>	<p>06/10/2016</p>	<p>\$1500</p>	<p>Croy, Gaskin; Girbach; Holdorf; Kohn; Kornacki; Kramer; Kusisto; Lindsey; Matthews; Middleton; Pearce; Perpich; Rahill; West; Bess; Reitz</p>
<p>Summarization, Note Taking, and Writing - Student Based</p>	<p>* Students will continue to experience DEAR time (gr. K-8), and SSR (gr. 9-12) * Students will be provided with direct instruction in the use of summarization and note taking strategies through the use of templates. * Students will have writing integrated into all ELA classes. * Students will be given self-editing instruction and practice to improve their writing assignments.</p>	<p>Direct Instruction</p>	<p>Monitor</p>	<p>09/08/2015</p>	<p>06/10/2016</p>	<p>\$300</p>	<p>Croy; Gaskin; Gaudi; Girbach; Holdorf; Kohn; Koneh; Kornacki; Kramer; Kusisto; Lindsey; Matthews; Middleton; Pearce; Perpich; Rahill; West; Bess; Reitz</p>

No Funding Required

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

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Mathematical Reasoning (EDT) Student Based	<ul style="list-style-type: none"> * Students will use graphic organizers to assist in developing well formulated ideas and understanding of math concepts in their math notebooks or folders. Templates will be provided. * Students will use manipulative and/or graphing or scientific calculators (middle school) to assist in solving complex mathematical problems. * Starting in second semester 2016-17 school year, students will participate in at least 1 real world application activity appropriate for their grade level per month 	Direct Instruction		Monitor	09/08/2015	06/15/2018	\$0	Gauci; Holdorf; Kornacki; Kramer; Lindsey; Perpich; West; Bess
Mathematical Reasoning (ADT) Student Based	This strategy will be implemented on a daily basis through the use of research based strategies and activities. It will be monitored through lesson plans.	Direct Instruction		Monitor	09/09/2014	06/15/2018	\$0	Croy; Gaskin; Girbach; Kohn; Kusisto; Matthews; Middleton; Pearce; Rahill; Reitz
High School Social Studies - Student Based	<ul style="list-style-type: none"> * Students will use graphic organizers to assist in developing well formulated ideas and understanding of concepts in Social Studies classes. Templates will be provided. * Students will participate in a "project showcase" demonstrating their knowledge of the Social Studies concepts that have been taught. Items will be displayed. 	Direct Instruction		Monitor	09/08/2015	06/10/2016	\$0	Croy; Girbach; Kohn; Konen; Kusisto; Matthews; Middleton; Rahill; Reitz
Social Studies (EDT) Student Based	<ul style="list-style-type: none"> * Students will use graphic organizers to assist in developing well formulated ideas and understanding concepts in their Social Studies classes. Templates will be provided. * Students will participate in a "project showcase" demonstrating their knowledge of the Social Studies concepts they are learning. 	Direct Instruction		Monitor	09/08/2015	06/10/2016	\$0	Gauci; Holdorf; Kornacki; Kramer; Lindsey; Perpich; West; Bess
Elementary / Middle Science - Student Based	<ul style="list-style-type: none"> * Students will use graphic organizers to assist in developing well formulated ideas and understanding of concepts in Science. Templates will be provided. * Students will participate in a "Visual/Graphic Depiction" demonstrating their knowledge of the Science concepts they are learning. * Students will participate in Scientific learning experiences which will include, but not limited to, experiments. 	Direct Instruction		Monitor	06/09/2015	06/10/2016	\$0	Holdorf; Kornacki; Kramer; Lindsey; Perpich; West; Bess

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<p>High School Science - Student Based</p>	<p>* Students will use graphic organizers to assist in developing well formulated ideas and understanding of the Science concepts they are learning. Templates will be provided. * Students will participate in a "Visual/Graphic Depiction" demonstrating their knowledge of Science concepts they are learning.</p>	<p>Direct Instruction</p>		<p>Monitor</p>	<p>09/08/2015</p>	<p>06/10/2016</p>	<p>\$0</p>	<p>Croy; Girbach; Kohn; Konen; Kusisto; Middleton; Reitz</p>
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Progress Notes

Type	Name	Status	Comments	Created On	Created By
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