



School Improvement Plan

Downriver High School

Gibraltar 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?

Downriver High School is an alternative education school located in southern Brownstown Township. We serve approximately 98 students, grades 7-12. Students are referred from the districts encompassing the Downriver Career Technical Consortium. Students who come to us are at-risk and many have added disciplinary issues. Our students live in a large geographic region with limited transportation available. This greatly impacts student attendance.

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 school's purpose is to provide an avenue for students to recover credits lost due to challenges with traditional general education.

Downriver High School empowers at-risk students to become contributing citizens, lifelong learners, productive workers, and successful parents. We provide a quality educational program based on high expectations for academic success, regular attendance, active participation and cooperation.

The mission of Downriver High School is "Doing together what can't be done alone".

We believe all students have the potential to learn.

Students learn best when they are actively involved.

Students are individual learners with differing learning styles and educational needs.

Students must be given the opportunity to reach their fullest potential.

Students can learn to productively work both individually and cooperatively with others.

We believe that education for our students should be a life-long experience.

Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

The school continues to strive to increase our math and reading achievement scores. We also are striving to increase our attendance. We have implemented the PBIS system which has shown to increase positive behaviors in the classrooms and halls of Downriver High School. We have implemented a PLC which has shown to provide the staff with opportunities to share information geared toward improving student learning by quality instruction, assessment and quick interventions.

Additional Information

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

The staff of Downriver High School has greatly improved our visibility within the community by becoming members in district committees focused on improving and implementing the district goals as well as curriculum initiatives. We welcome any public input for our committees from our community. Please contact the school if you are interested in becoming part of the Downriver High School team.

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.

All staff members were included in the process of compiling information and creating the school improvement plan. This was done during staff meetings. Instructional staff were responsible for their content areas.

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

Leslie Guizzetti- Middle School, all subjects

Marty Kirby- Interim Principal

Lisabeth Mikolajczyk- Social Studies

Desiree Ross- Science

Jason Williams- Social Studies and E2020

Danyal Niedermeyer- English Language Arts

Richelle Mahoney- Mathematics

Diane Lampe- Attendance Officer

Mary Schoen- Registrar

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 school improvement plan was rolled out at the beginning of the year identifying goals and procedures. To complete this year's plan, all staff was included in meetings to update and add new goals, strategies and activities. Collaboratively, all staff gave input through meetings and emails.

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?

We have fluctuating numbers in our student population which directly affects our staff population as well. The last two years we have had an increase in student and staff population while this year there was a significant decline. There has been a loss of four staffing positions (including our counselor) due to a decrease in enrollment. This has led to larger class sizes and fewer course offerings.

Student Demographic Data

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

Student attendance challenges appear to be based on transportation, student attitude, and parental influence.

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?

Currently, discipline referrals are on the rise, while suspensions are down. This is because our class sizes have grown. This is problematic because many of our students' previous issues come from being larger classes. Suspensions are down because we have created other options such as in school community service and detentions.

Student Demographic Data

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

We have implemented positive behavior interventions plans that are consistent with district goals. DHS has also implemented the PBIS program that will help address attendance and behavior challenges.

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?

The teaching staff years of experience ranges from 6-14 years at Downriver High School. This has created a group of professionals who are fully vested in the school. In March 2015, we experienced a change in leadership as we lost our principal of eight years. While we have an interim principal, (who has taught in the building for the previous seven years) he has no administrative experience. We believe that the continuity of the staff has had 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?

Our teaching staff have proven to be professionals who seek out methods that impact student learning. For example, multiple teachers are members of committees within the district. This impacts student achievement by modeling lifelong learning skills. Our staff's teaching experience is primarily in alternative education. This is beneficial to our school and students because we are skilled and accustomed to handling their at-risk challenges.

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?

Any time our principal is out of the building it has a huge impact. Our school does not have an assistant principal, therefore there is no one to take on the leadership roles in his absence. There is a lack of consistency, teachers frequently lose their planning time to cover discipline or office issues, and students feel there is a shift in behavioral expectations.

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?

Whenever a teacher is out of the classroom for professional learning or illness it affects student achievement negatively. However, whenever teachers attend professional learning, they provide the entire staff with new tools and ideas that can immediately be applied to the classroom.

Teacher/School Leader(s) Demographic Data

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

The relationship between interim principal and staff has allowed our school to continue to work on school improvement goals. There have been no major shifts in dynamics between the new building leader and staff. A permanent principal will be hired before the beginning of the next school year.

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?

Our strengths in Teaching for Learning include coherence, instructional design, and having a positive and safe learning environment. Teachers are able to be reflective and we have a shared understanding as a group of our goals and mission. Teachers analyze data to drive instruction and decision-making.

The leader of the school is result-focused. There is a safe and supportive environment for staff and students and there is an efficient communication system in place. Internal practices, such as PLC and PBIS, are in place. Resources are allocated as needed.

The professional learning culture is one of a positive nature. Teachers work collaboratively in our PLCs and staff understands the importance of the PLC. Staff show a collective responsibility to student learning and are culturally responsive.

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?

DHS is in the process of meeting the needs and challenges of our school. Teachers are in the process of creating curriculum maps, pacing guides and common assessments. An intervention process is being implemented and expanded. Our formative assessments will be directly involved in our intervention process.

Our vision needs to be more clearly communicated to families and community members and our staff needs to be more active in professional learning focused on curriculum and research-based best practices. Our families and community members need more opportunities for leadership roles in our school and district.

DHS professional learning systems need to be monitored and evaluated on the implementation and impact of the PLC. The leader also needs to monitor and evaluate the effectiveness of our communication strategies.

12. How might these challenges impact student achievement?

Identifying student needs in a timely matter using formative assessments will affect future instruction and interventions. If staff fails to identify the needs of our students then they will not make gains in achievement. Using formative assessments and interventions will allow students to grow continuously, instead of waiting until summative assessments to identify student weaknesses.

Lack of monitoring and evaluation of our PLC process and implementation can cause a negative impact on students by not following through with the identification of student needs and intervention plans.

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.

Staff will participate in PLCs to identify the essential questions for each class. By identifying these essentials, and formatively assessing them, staff can directly pinpoint areas of achievement and specific areas in need of reteaching and/or interventions. The PLCs will also collect and analyze classroom data to drive instruction and interventions.

Office staff will also create and follow a consistent attendance intervention plan that will encourage student attendance which will affect student growth and learning.

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?

School offers e2020 credit recovery to students and individual teacher interventions with students that show need through formative assessments.

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

Extended Learning Opportunities are available through off-site Career Technical Education courses, online learning, and through community service programming by a local community health organization. The Guidance Center provides community service opportunities for grades 7-12. CTE programming is available for students in grades 10-12 and on-line learning is available to all students.

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

Students for the Career Technical courses are identified based on grade level and interest. Students must be at minimum in 10th grade to enroll. Online courses are offered for students who previously were unsuccessful in a particular course or if the course is not available/offered (ie. foreign language). This is offered to all high school and middle school students. Community service programming is offered to grades 7-12. Students participate in Teen Coalition. Parents are informed of programming via school web site as well as school open house and conferences.

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?

Teachers are responsible for creating pacing and curriculum guides that have a focus on the essentials. Teachers create Unit Plans and Essential Tracking Sheets that track the progress of each student in each class. It also tracks the intervention process and whether or not it was successful. These unit plans are shared on Google Docs which allows all staff and leaders to view them at any time. The district is working together through committees to create a vertical and horizontal alignment among all buildings.

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

Staff created tracking documents which are shared through Google Docs cover essential questions for each unit of instruction. Data collected insures that individual students are identified through formative assessments and individualized interventions are implemented as needed.

19b. Reading- Challenges

Our at-risk students face multiple challenges such as attendance issues and apathy with regard to daily instruction. Transportation is also a challenge for our students. Lack of parental involvement has proven to be an obstacle. Students lack assessment skills and informational reading skills

19c. Reading- Trends

11th grade MME scores: Not-Proficient: 2011-2012 50%; 2012-2013 63%; 2013-2014 33%

NWEA Scores (all grades 7-11): 2013-2014 53.13% increased their overall score; 2014-2015 50% increased their overall score.

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.

Our school improvement plan reflects that teachers are focusing on creating unit plans that emphasize the essentials questions. Teachers will conduct formative assessments to drive instruction and interventions. Assessment data will be analyzed in PLCs. Teachers will also identify and teach content vocabulary in their unit plans.

20a. Writing- Strengths

Staff created tracking documents which are shared through Google Docs cover essential questions for each unit of instruction. Data collected insures that individual students are identified through formative assessments and individualized interventions are implemented as needed.

20b. Writing- Challenges

Our at-risk students face multiple challenges such as attendance issues and apathy with regard to daily instruction. Transportation is also a challenge for our students. Lack of parental involvement has proven to be an obstacle. Students lack assessment skills and informational reading skills.

20c. Writing- Trends

11th grade MME: Not-proficient: 2011-2012 46%; 2012-2013 47%; 2013-2014 17%

There is a trend of improvement over the last three years by 29%.

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.

Our school improvement plan reflects that teachers are focusing on creating unit plans that emphasize the essentials questions. Teachers will conduct formative assessments to drive instruction and interventions. Assessment data will be analyzed in PLCs. Teachers will also identify and teach content vocabulary in their unit plans.

21a. Math- Strengths

Staff created tracking documents which are shared through Google Docs cover essential questions for each unit of instruction. Data collected insures that individual students are identified through formative assessments and individualized interventions are implemented as needed.

21b. Math- Challenges

Our at-risk students face multiple challenges such as attendance issues and apathy with regard to daily instruction. Transportation is also a challenge for our students. Lack of parental involvement has proven to be an obstacle. Students lack assessment skills and informational reading skills.

21c. Math- Trends

Based off NWEA data for the past two years, Math scores are increasing. 2013-14 61.3% of students increased their test scores from fall to spring. 2014-15 64.7% of students increased their test scores from fall to spring. Which produces a 3.4% increase school wide.

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.

Our school improvement plan reflects that teachers are focusing on creating unit plans that emphasize the essentials questions. Teachers will conduct formative assessments to drive instruction and interventions. Assessment data will be analyzed in PLCs. Teachers will also identify and teach content vocabulary in their unit plans.

22a. Science- Strengths

Staff created tracking documents which are shared through Google Docs cover essential questions for each unit of instruction. Data collected insures that individual students are identified through formative assessments and individualized interventions are implemented as needed.

22b. Science- Challenges

Our at-risk students face multiple challenges such as attendance issues and apathy with regard to daily instruction. Transportation is also a challenge for our students. Lack of parental involvement has proven to be an obstacle. Students lack assessment skills and informational reading skills.

22c. Science- Trends

8th grade MEAP scores were less than 10% proficient for the last three years.

11th grade MME scores reflect that there is a small growth from less than 10% to 11% partially proficient.

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.

Our school improvement plan reflects that teachers are focusing on creating unit plans that emphasize the essentials questions. Teachers will conduct formative assessments to drive instruction and interventions. Assessment data will be analyzed in PLCs. Teachers will also identify and teach content vocabulary in their unit plans.

23a. Social Studies- Strengths

Staff created tracking documents which are shared through Google Docs cover essential questions for each unit of instruction. Data collected insures that individual students are identified through formative assessments and individualized interventions are implemented as needed. Student interest in high because of relevance and real world application.

23b. Social Studies- Challenges

Our at-risk students face multiple challenges such as attendance issues and apathy with regard to daily instruction.

Transportation is also a challenge for our students.

Lack of parental involvement has proven to be an obstacle.

Students also lack assessment skills and informational reading skills.

23c. Social Studies- Trends

9th grade MEAP data over the last three years shows that more students are not-proficient. (Not-Proficient: 2011-2012 57%, 2012-2013 64%, 2013-2014 76%)

11th grade MME is trending toward improvement for the same three years. (Not-Proficient: 2011-2012 67%, 2012-2013 37%, 2013-2014 39%)

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.

Our school improvement plan reflects that teachers are focusing on creating unit plans that emphasize the essentials questions. Teachers will conduct formative assessments to drive instruction and interventions. Assessment data will be analyzed in PLCs. Teachers will also identify and teach content vocabulary in their unit plans.

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?

All teachers work together to improve student learning. Principal and Teachers have high expectations of me

24b. Student Perception Data

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

Students do not treat adults with respect.

24c. Student Perception Data

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

Access to counseling, career programming, and other services.

25a. Parent/Guardian Perception Data

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

School's willingness to help their child. Parents believe school has established goals and plans for student learning.

25b. Parent/Guardian Perception Data

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

Credits need to be aligned with traditional high school.

25c. Parent/Guardian Perception Data

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

Increase the number of credits earned per class.

26a. Teacher/Staff Perception Data

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

Collaboration of staff and each staff member knows the students on both a academic and personal level.

26b. Teacher/Staff Perception Data

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

Funding and budget concerns as well as staffing concerns.

26c. Teacher/Staff Perception Data

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

The need for support systems introduced to aid our at-risk students. For example, obtaining a counselor.

27a. Stakeholder/Community Perception Data

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

Students have at least one adult advocate at Downriver High School. School shares responsibility for student learning with the stakeholders. Downriver High School provides opportunities for stakeholders to be involved within the school.

27b. Stakeholder/Community Perception Data

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

Students do not see a relationship between what is being taught and his/her life.

27c. Stakeholder/Community Perception Data

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

Provide access to student services based upon student need.

Summary

28a. Summary

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

Downriver High School is working collaboratively to improve instruction and learning based upon data collection. For example, staff generated essential question documents which tracks student achievement. This allows for teacher led individualized interventions as needed. School provides online opportunities to students that require credit recovery.

The challenges faced include student attendance and lack of a mental health care professional as well as career counseling.

28b. Summary

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

Attendance is a key component to student success. The lack of a mental health professional clearly impacts student achievement. Staff is not professionally trained in the field of mental health to properly provide assistance to our at-risk students. School is very limited as to how we can assist our students in this area. Staff, students, and stakeholders all identify this as an area of need.

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?

Downriver High School will implement a formal attendance procedure where parents will be notified by phone when their student reaches a certain number of absences. Due to the lack of funding, we will be unable to procure a mental health professional/counselor, although the need is high.

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	We are a 7-12 school.	

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		

Label	Assurance	Response	Comment	Attachment
	Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.	No		

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

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

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	Thomas Harrell, Gibraltar Schools Finance Director	

School Improvement Plan

Downriver High School

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	We have our data located on Shared Google Docs	

School Improvement Plan 2015-2016

Overview

Plan Name

School Improvement Plan 2015-2016

Plan Description

School Improvement Plan 2015-2016

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 show growth in Math.	Objectives: 1 Strategies: 4 Activities: 10	Academic	\$500
2	All students will show growth in English Language Arts.	Objectives: 1 Strategies: 4 Activities: 10	Academic	\$500
3	All students will show growth in Science.	Objectives: 1 Strategies: 4 Activities: 10	Academic	\$500
4	All students will show growth in Social Studies.	Objectives: 1 Strategies: 4 Activities: 10	Academic	\$500

Goal 1: All students will show growth in Math.

Measurable Objective 1:

80% of All Students will demonstrate a proficiency in the essentials in Mathematics by 06/03/2016 as measured by local assessments and the 2016 spring state assessment.

Strategy 1:

All teachers will participate in PLCs - Teachers will have time to meet in their professional learning communities at least once a week.

Research Cited: "Learning by Doing" (DuFour, DuFour, Eaker, and Many)

Tier: Tier 1

Activity - Identifying Essentials	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will create lessons that use the Eight Mathematical Practices to solve the essential questions that are identified by the math instructional staff.	Direct Instruction, Curriculum Development, Teacher Collaboration	Tier 1	Getting Ready	09/08/2015	06/03/2016	\$0	No Funding Required	Leslie Guizzetti Richelle Mahoney
Activity - Formative Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will create and administer common formative assessments to identify needed intervention and drive instruction.	Curriculum Development	Tier 1	Getting Ready	09/08/2015	06/03/2016	\$0	No Funding Required	Leslie Guizzetti Richelle Mahoney
Activity - Contextual Vocabulary	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math instructional staff will utilize models and strategies that focus on contextual vocabulary.	Academic Support Program, Direct Instruction	Tier 1	Getting Ready	09/08/2015	06/03/2016	\$0	No Funding Required	Richelle Mahoney Leslie Guizzetti

Strategy 2:

Depth of Knowledge - Teachers will use Depth of Knowledge tiers to teach different higher-level thinking skills.

Research Cited: Norman Webb

School Improvement Plan

Downriver High School

Tier: Tier 1

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will participate in professional learning in the topic of Depth of Knowledge.	Professional Learning	Tier 1	Getting Ready	09/08/2015	06/03/2016	\$0	Other	All staff
Activity - PLC	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will use PLC time to create lessons that focus on Depth of Knowledge (tiers 3-4).	Curriculum Development, Teacher Collaboration	Tier 1	Getting Ready	09/08/2015	06/03/2016	\$0	No Funding Required	All Staff
Activity - Paragraph Writing Protocol	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All instructional staff will use the paragraph writing protocol with a focus on tiers 3 and 4 of the Depth of Knowledge Wheel.	Academic Support Program, Direct Instruction	Tier 1	Implement	09/08/2015	06/03/2016	\$0	No Funding Required	All instructional staff

Strategy 3:

Data Monitoring and Evaluation - Staff will use data to drive instruction and intervention.

Tier: Tier 1

Activity - Data Teams	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Data teams will meet quarterly to review school data trends that lead to school action.	Curriculum Development, Teacher Collaboration	Tier 1	Getting Ready	09/08/2015	06/03/2016	\$0	No Funding Required	Richelle Mahoney Desiree Ross Leslie Guizzetti Martin Kirby
Activity - PLC	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

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Individual department PLCs will examine and analyze classroom data to drive instruction and intervention.	Curriculum Development, Teacher Collaboration	Tier 1	Getting Ready	09/08/2015	06/03/2016	\$0	No Funding Required	All staff
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Strategy 4:

Increase Attendance - Staff will use activities to increase attendance. As students' attendance increases, so will student learning.

Tier: Tier 1

Activity - Attendance Intervention Framework	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The office will format and follow a consistent attendance protocol.	Other, Parent Involvement	Tier 3	Getting Ready	09/08/2015	06/03/2016	\$0	No Funding Required	Diane Lampe Mary Schoen Martin Kirby

Activity - PBIS Perfect Attendance Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PBIS will support the perfect weekly attendance program by issuing bulldog bucks for students who attend all classes all week.	Behavioral Support Program	Tier 1	Implement	09/08/2015	06/03/2016	\$500	General Fund	Danyal Niedermeyer

Goal 2: All students will show growth in English Language Arts.**Measurable Objective 1:**

80% of All Students will demonstrate a proficiency in reading and writing in English Language Arts by 06/03/2016 as measured by local assessments and the 2016 spring state assessment.

Strategy 1:

PLC - All ELA instructional staff will participate in PLCs.

Research Cited: " Learning by Doing" DuFour, DuFour, Eaker, Many

Tier: Tier 1

Activity - Identifying Learning Essentials	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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ELA instructional staff will identify learning essentials for all students.	Curriculum Development, Teacher Collaboration	Tier 1	Getting Ready	09/08/2015	06/03/2016	\$0	No Funding Required	Danyal Niedermeyer Leslie Guizzetti
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Activity - Formative Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will create and administer formative assessments to identify needed intervention and drive future instruction.	Academic Support Program, Curriculum Development, Teacher Collaboration	Tier 1	Implement	09/08/2015	06/03/2016	\$0	No Funding Required	Danyal Niedermeyer, Leslie Guizzetti

Activity - Contextual Vocabulary	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ELA instructional staff will utilize teaching models and strategies that focus on contextual vocabulary.	Academic Support Program, Direct Instruction	Tier 1	Getting Ready	09/08/2015	06/03/2016	\$0	No Funding Required	Danyal Niedermeyer Leslie Guizzetti

Strategy 2:

Depth of Knowledge - Instructional staff will use Depth of Knowledge tiers to teach different higher-level thinking skills.

Research Cited: Norman Webb

Tier: Tier 1

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All instructional staff will participate in professional learning on the topic of Depth of Knowledge.	Professional Learning	Tier 1	Getting Ready	09/08/2015	06/03/2016	\$0	No Funding Required	All instructional Staff

Activity - PLC	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All instructional staff will use PLC time to create lessons and assessments that focus on Depth of Knowledge (tiers 3-4).	Curriculum Development, Teacher Collaboration	Tier 1	Getting Ready	09/08/2015	06/03/2016	\$0	No Funding Required	All instructional staff

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Activity - Paragraph Writing Protocol	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will use the paragraph writing protocol with a focus on tiers 3 and 4 on the Depth of Knowledge Wheel.	Academic Support Program, Direct Instruction	Tier 1	Implement	09/08/2015	06/03/2016	\$0	No Funding Required	All instructional staff

Strategy 3:

Data Monitoring and Evaluation - Staff will use data to drive instruction and intervention.

Tier: Tier 1

Activity - Data Teams	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Data teams will meet quarterly to review data trends that lead to school action.	Academic Support Program, Curriculum Development, Teacher Collaboration	Tier 1	Getting Ready	09/08/2015	06/03/2016	\$0	No Funding Required	Richelle Mahoney, Desiree Ross, Leslie Guizzetti, Martin Kirby

Activity - PLC	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Individual department PLCs will examine and analyze classroom data to drive instruction and intervention.	Academic Support Program, Direct Instruction, Curriculum Development, Teacher Collaboration	Tier 1	Getting Ready	09/08/2015	06/03/2016	\$0	No Funding Required	All Instructional Staff

Strategy 4:

Increase Attendance - Staff will use procedures and activities to increase student attendance. As students' attendance increases, so will student learning.

Tier: Tier 1

Activity - Attendance Intervention Framework	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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The office staff will format and follow a consistent attendance protocol.	Behavioral Support Program, Parent Involvement	Tier 3	Getting Ready	09/08/2015	06/03/2016	\$0	No Funding Required	Diane Lampe, Mary Schoen, Martin Kirby
Activity - PBIS Perfect Attendance Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PBIS will support the perfect weekly attendance program by issuing Bulldog Bucks to be used at the school store for students who attend all classes all week.	Behavioral Support Program	Tier 1	Implement	09/08/2015	06/03/2016	\$500	General Fund	Danyal Niedermeyer

Goal 3: All students will show growth in Science.

Measurable Objective 1:

80% of All Students will demonstrate a proficiency in applying concepts in Science by 06/03/2016 as measured by local assessments and the 2016 spring state assessment.

Strategy 1:

PLC - All science instructional staff will participate in PLCs.

Research Cited: "Learning by Doing" DuFour, DuFour, Eaker, Many

Tier: Tier 1

Activity - Identifying Learning Essentials	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Science instructional staff will identify learning essentials for all students.	Curriculum Development, Teacher Collaboration	Tier 1	Getting Ready	09/08/2015	06/03/2016	\$0	No Funding Required	Desiree Ross, Leslie Guizzetti
Activity - Formative Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Science instructional staff will create and administer formative assessments to identify needed intervention and drive future instruction.	Academic Support Program, Curriculum Development, Teacher Collaboration	Tier 1	Implement	09/08/2015	06/03/2016	\$0	No Funding Required	Desiree Ross, Leslie Guizzetti
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Activity - Contextual Vocabulary	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Science instructional staff will utilize teaching models and strategies that focus on contextual vocabulary.	Direct Instruction	Tier 1	Getting Ready	09/08/2015	06/03/2016	\$0	No Funding Required	Desiree Ross, Leslie Guizzetti

Strategy 2:

Depth of Knowledge - Instructional staff will use Depth of Knowledge tiers to teach different higher-level thinking skills.

Research Cited: Norman Wells

Tier: Tier 1

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All instructional staff will participate in professional learning on the topic of Depth of Knowledge.	Professional Learning	Tier 1	Getting Ready	09/08/2015	06/03/2016	\$0	No Funding Required	All instructional staff

Activity - PLC	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All instructional staff will use PLC time to create lessons and assessments that focus on Depth of Knowledge (tiers 3-4).	Curriculum Development, Teacher Collaboration	Tier 1	Getting Ready	09/08/2015	06/03/2016	\$0	No Funding Required	All instructional staff

Activity - Paragraph Writing Protocol	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All instructional staff will use the paragraph writing protocol with a focus on tiers 3 and 4 on the Depth of Knowledge Wheel.	Academic Support Program, Direct Instruction	Tier 1	Implement	09/08/2015	06/03/2016	\$0	No Funding Required	All instructional staff

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Strategy 3:

Data Monitoring and Evaluation - Staff will use data to drive instruction and intervention.

Tier: Tier 1

Activity - Data Teams	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Data teams will meet quarterly to review data trends that lead to school action.	Academic Support Program, Curriculum Development, Teacher Collaboration	Tier 1	Getting Ready	09/08/2015	06/03/2016	\$0	No Funding Required	Richelle Mahoney, Desiree Ross, Leslie Guizzetti, Martin Kirby

Activity - PLC	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Individual department PLCs will examine and analyze classroom data to drive instruction and intervention	Academic Support Program, Direct Instruction, Curriculum Development, Teacher Collaboration	Tier 1	Getting Ready	09/08/2015	06/03/2016	\$0	No Funding Required	All instructional staff

Strategy 4:

Increase Attendance - Staff will use procedures and activities to increase student attendance. As students' attendance increases, so will student learning.

Tier: Tier 1

Activity - Attendance Intervention Framework	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The office staff will format and follow a consistent attendance protocol.	Behavioral Support Program, Parent Involvement	Tier 3	Getting Ready	09/08/2015	06/03/2016	\$0	No Funding Required	Diane Lampe, Mary Schoen, Martin Kirby

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Activity - PBIS Perfect Attendance Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PBIS will support the perfect weekly attendance program by issuing Bulldog Bucks to be used at the school store to students who attend all classes all week.	Behavioral Support Program	Tier 1	Implement	09/08/2015	06/03/2016	\$500	General Fund	Danyal Niedermeyer

Goal 4: All students will show growth in Social Studies.

Measurable Objective 1:

80% of All Students will demonstrate a proficiency in applying concepts in Social Studies by 06/03/2016 as measured by local assessments and the 2016 spring state assessment.

Strategy 1:

PLC - All social studies instructional staff will participate in PLCs.

Research Cited: "Learning by Doing" DuFour, DuFour, Eaker, Many

"It's About Time" Mattos, Buffum

Tier: Tier 1

Activity - Identifying Learning Essentials	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Social Studies instructional staff will identify learning essentials for all students.	Curriculum Development, Teacher Collaboration	Tier 1	Getting Ready	09/08/2015	06/03/2016	\$0	No Funding Required	Lisabeth Mikolajczyk, Jason Williams, Leslie Guizzetti

Activity - Formative Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Social Studies instructional staff will create and administer formative assessments to identify needed intervention and drive future instruction.	Academic Support Program, Curriculum Development, Teacher Collaboration	Tier 1	Implement	09/08/2015	06/03/2016	\$0	No Funding Required	Lisabeth Mikolajczyk, Jason Williams, Leslie Guizzetti

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Activity - Contextual Vocabulary	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Social Studies instructional staff will utilize teaching models and strategies that focus on contextual vocabulary.	Direct Instruction	Tier 1	Getting Ready	09/08/2015	06/03/2016	\$0	No Funding Required	Lisabeth Mikolajczyk, Jason Williams, Leslie Guizzetti

Strategy 2:

Depth of Knowledge - Instructional staff will use Depth of Knowledge tiers to teach different higher-level thinking skills.

Research Cited: Norman Wells

Tier: Tier 1

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All instructional staff will participate in professional learning on the topic of Depth of Knowledge.	Professional Learning	Tier 1	Getting Ready	09/08/2015	06/03/2016	\$0	No Funding Required	All instructional staff

Activity - PLC	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All instructional staff will use PLC time to create lessons and assessments that focus on Depth of Knowledge (tiers 3-4).	Curriculum Development, Teacher Collaboration	Tier 1	Getting Ready	09/08/2015	06/03/2016	\$0	No Funding Required	All instructional staff

Activity - Paragraph Writing Protocol	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All instructional staff will use the paragraph writing protocol with a focus on tiers 3 and 4 on the Depth of Knowledge wheel.	Academic Support Program, Direct Instruction	Tier 1	Implement	09/08/2015	06/03/2016	\$0	No Funding Required	All instructional staff

Strategy 3:

Data Monitoring and Evaluation - Staff will use data to drive instruction and intervention.

Tier: Tier 1

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Activity - Data Teams	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Data Teams will meet quarterly to review data trends that lead to school action.	Academic Support Program, Curriculum Development, Teacher Collaboration	Tier 1	Getting Ready	09/08/2015	06/03/2016	\$0	No Funding Required	Richelle Mahoney, Desiree Ross, Leslie Guizzetti, Martin Kirby

Activity - PLC	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Individual department PLCs will examine and analyze classroom data to drive instruction and intervention.	Academic Support Program, Curriculum Development, Teacher Collaboration	Tier 1	Getting Ready	09/08/2015	06/03/2016	\$0	No Funding Required	Lisabeth Mikolajczyk, Jason Williams, Leslie Guizzetti

Strategy 4:

Increase Attendance - Staff will use procedures and activities to increase attendance. As students' attendance increase, so will student learning.

Tier: Tier 1

Activity - Attendance Intervention Framework	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The office staff will format and follow a consistent attendance protocol.	Behavioral Support Program, Parent Involvement	Tier 3	Getting Ready	09/08/2015	06/03/2016	\$0	No Funding Required	Diane Lampe, Mary Schoen, Martin Kirby

Activity - PBIS Perfect Attendance Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PBIS will support the perfect weekly attendance program by issuing Bulldog Bucks to be used at the school store to students who attend all classes all week.	Behavioral Support Program	Tier 1	Implement	09/08/2015	06/03/2016	\$500	General Fund	Danyal Niedermeyer

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
PBIS Perfect Attendance Program	PBIS will support the perfect weekly attendance program by issuing Bulldog Bucks to be used at the school store to students who attend all classes all week.	Behavioral Support Program	Tier 1	Implement	09/08/2015	06/03/2016	\$500	Danyal Niedermeyer
PBIS Perfect Attendance Program	PBIS will support the perfect weekly attendance program by issuing Bulldog Bucks to be used at the school store to students who attend all classes all week.	Behavioral Support Program	Tier 1	Implement	09/08/2015	06/03/2016	\$500	Danyal Niedermeyer
PBIS Perfect Attendance Program	PBIS will support the perfect weekly attendance program by issuing Bulldog Bucks to be used at the school store for students who attend all classes all week.	Behavioral Support Program	Tier 1	Implement	09/08/2015	06/03/2016	\$500	Danyal Niedermeyer
PBIS Perfect Attendance Program	PBIS will support the perfect weekly attendance program by issuing bulldog bucks for students who attend all classes all week.	Behavioral Support Program	Tier 1	Implement	09/08/2015	06/03/2016	\$500	Danyal Niedermeyer

Other

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Development	All teachers will participate in professional learning in the topic of Depth of Knowledge.	Professional Learning	Tier 1	Getting Ready	09/08/2015	06/03/2016	\$0	All staff

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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PLC	Individual department PLCs will examine and analyze classroom data to drive instruction and intervention.	Academic Support Program, Direct Instruction, Curriculum Development, Teacher Collaboration	Tier 1	Getting Ready	09/08/2015	06/03/2016	\$0	All Instructional Staff
Identifying Essentials	Teachers will create lessons that use the Eight Mathematical Practices to solve the essential questions that are identified by the math instructional staff.	Direct Instruction, Curriculum Development, Teacher Collaboration	Tier 1	Getting Ready	09/08/2015	06/03/2016	\$0	Leslie Guizzetti Richelle Mahoney
Contextual Vocabulary	ELA instructional staff will utilize teaching models and strategies that focus on contextual vocabulary.	Academic Support Program, Direct Instruction	Tier 1	Getting Ready	09/08/2015	06/03/2016	\$0	Danyal Niedermeyer Leslie Guizzetti
PLC	All teachers will use PLC time to create lessons that focus on Depth of Knowledge (tiers 3-4).	Curriculum Development, Teacher Collaboration	Tier 1	Getting Ready	09/08/2015	06/03/2016	\$0	All Staff
PLC	All instructional staff will use PLC time to create lessons and assessments that focus on Depth of Knowledge (tiers 3-4).	Curriculum Development, Teacher Collaboration	Tier 1	Getting Ready	09/08/2015	06/03/2016	\$0	All instructional staff
Data Teams	Data teams will meet quarterly to review data trends that lead to school action.	Academic Support Program, Curriculum Development, Teacher Collaboration	Tier 1	Getting Ready	09/08/2015	06/03/2016	\$0	Richelle Mahoney, Desiree Ross, Leslie Guizzetti, Martin Kirby
Identifying Learning Essentials	ELA instructional staff will identify learning essentials for all students.	Curriculum Development, Teacher Collaboration	Tier 1	Getting Ready	09/08/2015	06/03/2016	\$0	Danyal Niedermeyer Leslie Guizzetti
Identifying Learning Essentials	Science instructional staff will identify learning essentials for all students.	Curriculum Development, Teacher Collaboration	Tier 1	Getting Ready	09/08/2015	06/03/2016	\$0	Desiree Ross, Leslie Guizzetti

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Attendance Intervention Framework	The office will format and follow a consistent attendance protocol.	Other, Parent Involvement	Tier 3	Getting Ready	09/08/2015	06/03/2016	\$0	Diane Lampe Mary Schoen Martin Kirby
Contextual Vocabulary	Math instructional staff will utilize models and strategies that focus on contextual vocabulary.	Academic Support Program, Direct Instruction	Tier 1	Getting Ready	09/08/2015	06/03/2016	\$0	Richelle Mahoney Leslie Guizzetti
Professional Development	All instructional staff will participate in professional learning on the topic of Depth of Knowledge.	Professional Learning	Tier 1	Getting Ready	09/08/2015	06/03/2016	\$0	All instructional staff
Paragraph Writing Protocol	All instructional staff will use the paragraph writing protocol with a focus on tiers 3 and 4 on the Depth of Knowledge Wheel.	Academic Support Program, Direct Instruction	Tier 1	Implement	09/08/2015	06/03/2016	\$0	All instructional staff
PLC	Individual department PLCs will examine and analyze classroom data to drive instruction and intervention	Academic Support Program, Direct Instruction, Curriculum Development, Teacher Collaboration	Tier 1	Getting Ready	09/08/2015	06/03/2016	\$0	All instructional staff
Data Teams	Data teams will meet quarterly to review data trends that lead to school action.	Academic Support Program, Curriculum Development, Teacher Collaboration	Tier 1	Getting Ready	09/08/2015	06/03/2016	\$0	Richelle Mahoney, Desiree Ross, Leslie Guizzetti, Martin Kirby
Attendance Intervention Framework	The office staff will format and follow a consistent attendance protocol.	Behavioral Support Program, Parent Involvement	Tier 3	Getting Ready	09/08/2015	06/03/2016	\$0	Diane Lampe, Mary Schoen, Martin Kirby
Formative Assessment	Teachers will create and administer common formative assessments to identify needed intervention and drive instruction.	Curriculum Development	Tier 1	Getting Ready	09/08/2015	06/03/2016	\$0	Leslie Guizzetti Richelle Mahoney

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PLC	Individual department PLCs will examine and analyze classroom data to drive instruction and intervention.	Academic Support Program, Curriculum Development, Teacher Collaboration	Tier 1	Getting Ready	09/08/2015	06/03/2016	\$0	Lisabeth Mikolajczyk, Jason Williams, Leslie Guizzetti
Contextual Vocabulary	Social Studies instructional staff will utilize teaching models and strategies that focus on contextual vocabulary.	Direct Instruction	Tier 1	Getting Ready	09/08/2015	06/03/2016	\$0	Lisabeth Mikolajczyk, Jason Williams, Leslie Guizzetti
Identifying Learning Essentials	Social Studies instructional staff will identify learning essentials for all students.	Curriculum Development, Teacher Collaboration	Tier 1	Getting Ready	09/08/2015	06/03/2016	\$0	Lisabeth Mikolajczyk, Jason Williams, Leslie Guizzetti
PLC	Individual department PLCs will examine and analyze classroom data to drive instruction and intervention.	Curriculum Development, Teacher Collaboration	Tier 1	Getting Ready	09/08/2015	06/03/2016	\$0	All staff
Formative Assessments	Science instructional staff will create and administer formative assessments to identify needed intervention and drive future instruction.	Academic Support Program, Curriculum Development, Teacher Collaboration	Tier 1	Implement	09/08/2015	06/03/2016	\$0	Desiree Ross, Leslie Guizzetti
Contextual Vocabulary	Science instructional staff will utilize teaching models and strategies that focus on contextual vocabulary.	Direct Instruction	Tier 1	Getting Ready	09/08/2015	06/03/2016	\$0	Desiree Ross, Leslie Guizzetti
PLC	All instructional staff will use PLC time to create lessons and assessments that focus on Depth of Knowledge (tiers 3-4).	Curriculum Development, Teacher Collaboration	Tier 1	Getting Ready	09/08/2015	06/03/2016	\$0	All instructional staff
Data Teams	Data Teams will meet quarterly to review data trends that lead to school action.	Academic Support Program, Curriculum Development, Teacher Collaboration	Tier 1	Getting Ready	09/08/2015	06/03/2016	\$0	Richelle Mahoney, Desiree Ross, Leslie Guizzetti, Martin Kirby

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Paragraph Writing Protocol	All teachers will use the paragraph writing protocol with a focus on tiers 3 and 4 on the Depth of Knowledge Wheel.	Academic Support Program, Direct Instruction	Tier 1	Implement	09/08/2015	06/03/2016	\$0	All instructional staff
Data Teams	Data teams will meet quarterly to review school data trends that lead to school action.	Curriculum Development, Teacher Collaboration	Tier 1	Getting Ready	09/08/2015	06/03/2016	\$0	Richelle Mahoney Desiree Ross Leslie Guizzetti Martin Kirby
Attendance Intervention Framework	The office staff will format and follow a consistent attendance protocol.	Behavioral Support Program, Parent Involvement	Tier 3	Getting Ready	09/08/2015	06/03/2016	\$0	Diane Lampe, Mary Schoen, Martin Kirby
Paragraph Writing Protocol	All instructional staff will use the paragraph writing protocol with a focus on tiers 3 and 4 of the Depth of Knowledge Wheel.	Academic Support Program, Direct Instruction	Tier 1	Implement	09/08/2015	06/03/2016	\$0	All instructional staff
Paragraph Writing Protocol	All instructional staff will use the paragraph writing protocol with a focus on tiers 3 and 4 on the Depth of Knowledge wheel.	Academic Support Program, Direct Instruction	Tier 1	Implement	09/08/2015	06/03/2016	\$0	All instructional staff
Formative Assessments	Social Studies instructional staff will create and administer formative assessments to identify needed intervention and drive future instruction.	Academic Support Program, Curriculum Development, Teacher Collaboration	Tier 1	Implement	09/08/2015	06/03/2016	\$0	Lisabeth Mikolajczyk, Jason Williams, Leslie Guizzetti
Professional Development	All instructional staff will participate in professional learning on the topic of Depth of Knowledge.	Professional Learning	Tier 1	Getting Ready	09/08/2015	06/03/2016	\$0	All instructional staff
PLC	All instructional staff will use PLC time to create lessons and assessments that focus on Depth of Knowledge (tiers 3-4).	Curriculum Development, Teacher Collaboration	Tier 1	Getting Ready	09/08/2015	06/03/2016	\$0	All instructional staff

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Attendance Intervention Framework	The office staff will format and follow a consistent attendance protocol.	Behavioral Support Program, Parent Involvement	Tier 3	Getting Ready	09/08/2015	06/03/2016	\$0	Diane Lampe, Mary Schoen, Martin Kirby
Formative Assessments	Teachers will create and administer formative assessments to identify needed intervention and drive future instruction.	Academic Support Program, Curriculum Development, Teacher Collaboration	Tier 1	Implement	09/08/2015	06/03/2016	\$0	Danyal Niedermeyer, Leslie Guizzetti
Professional Development	All instructional staff will participate in professional learning on the topic of Depth of Knowledge.	Professional Learning	Tier 1	Getting Ready	09/08/2015	06/03/2016	\$0	All instructional Staff