



# **School Improvement Plan**

Chippewa Valley Adult and Mohegan Alt. Educ.

Chippewa Valley Schools

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## **Introduction**

The SIP is a planning tool designed to address student achievement and system needs identified through the school's comprehensive needs assessment (CNA). Additionally, the SIP provides a method for schools to address the school improvement planning requirements of Public Act 25 of the Revised School Code and the Elementary and Secondary Education Act (ESEA) as applicable.

# **Executive Summary**

## **Introduction**

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

## **Description of the School**

**Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?**

Mohegan High School services approximately 160 high school students. Our students are comprised of about 80% Chippewa Valley Schools students and 20% students residing in Macomb county. Mohegan is located in central Macomb county and is part of the Chippewa Valley Schools, which services Clinton and Macomb Townships. Our students are approximately 1% Hispanic, 25% African-American, and 74% Caucasian with about 30% Free and Reduced lunch participants. All of Macomb County has been changing in terms of its racial and economic make-up. In the past three years, Macomb has seen larger numbers of immigrant and African-American families move into its boundaries. There has also been a rise in the number of families receiving some form of state aid. These changes provide Mohegan with an opportunity to help these students become a part of the community and enjoy a quality education. As a district we are recognizing the need to develop better diversity training which will begin later this year.

## **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 Mohegan High School and Chippewa Valley School District are committed to engaging students with a curriculum that equips our students with necessary skills and experiences for academic, emotional and social success. The staff and leadership of Mohegan ensure that this happens by providing every student the opportunity to fulfill the Michigan Merit Curriculum and achieve success. Mohegan staff individualize instruction, utilize current RtI and MTSS interventions, and collaborate together to guide students through the curriculum. All Mohegan staff collaborate on shared students to ensure students are given ample support.

## **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.**

Two and a half years ago Mohegan went through a renovation and expansion of the building. We added a science lab and a gymnasium. This expansion has allowed us to provide a more complete educational experience for all of our students. We are also looking to improve our MME scores and generate more quality opportunities for students to achieve at higher rates. As a district we have also added NWEA/MAP testing to our schools to assess student ability level thrice yearly,

## **Additional Information**

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

Mohegan exists to provide a layer of support for our district's at-risk high school youth. As educators and parents, we know that all children are unique. No one school can effectively serve all students. Mohegan exists to provide a nurturing environment for students that have not been served in the traditional setting and our mission is to engage students with a curriculum that equips them with necessary skills and experiences for academic, emotional and social success. Students come to Mohegan for a variety of reasons. We help them get their education back on track and begin to plan for the future. The staff of Mohegan is very proud of our students and enjoys working with them. Our students want to be here and are learning to strive towards excellence. We know they have a bright future and are excited about the opportunity to continue our work with them.

From February 28 to March 2, 2016, Chippewa Valley Schools hosted an AdvancED External Review for system-wide accreditation. The External Review Team recommended to the AdvancED Accreditation Commission that the Chippewa Valley Schools earn the distinction of accreditation for a five-year term. The AdvancED Commission approved Accreditation in June of 2016.

The following is an excerpt from the External Review Teams' Final Report to the district:

The system is clearly focused on ensuring success for all students as evidenced by the system and schools' missions, visions, and student outcomes. A caring, trusting, and collaborative atmosphere aptly describe the culture of the system and community. The development of the system strategic plan involved a committee of over 75 persons, representing all stakeholder groups, in the development of the system's vision and mission.

Interviews highlighted the ways the governing body has set its priorities through the strategic planning process. Strong and effective leadership by the superintendent and board are very apparent with schools visibly fostering a culture that is based on shared values and beliefs about teaching and learning. The elected school board members work responsibly and effectively striving to facilitate the achievement of the vision and mission of the system. School level administrators firmly feel empowered to make decisions and lead their respective schools due to the collaborative, team approach throughout the system. Outstanding communication between and among the system and stakeholders further promotes the system's culture of caring and trust. The positivity throughout the system embodies the tradition of success in the community. A Powerful Practice identified by the team was: The system and school level leadership communicate effectively with all stakeholder groups to proactively build greater understanding and ownership of the system's vision.

The system is promoting collaboration throughout the schools by implementing system-wide curricula which is already providing increases in student academic growth. A Powerful Practice noted by the Team was: The system is committed to a quality education for all students through a laser-like focus on curriculum design, implementation and support. System level personnel have provided assistance at the schools by hiring ten curricular leaders to ensure teachers have the support and assistance needed to instruct the students in the written curriculum. Common lesson plans and common assessments along with the implementation of professional learning communities have provided formal opportunities for collegial dialogue and a common goal of student success. Teachers indicated the positive support from the system level staff and feel they receive "just in time" assistance. Other comments were, "we are all speaking a common language now" and common lessons and assessments are "great when we have transfers within the system, the data can travel with the student." Without long waits for support, teachers feel empowered to continue learning new methods.

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allowance per pupil. Currently the limit for bonded indebtedness has been reached and the local ability to raise millage has been capped for many years. System leaders continue to work with county leaders to attempt to make necessary changes to free up additional funding. The system has utilized what monies were available to build new schools needed as a result of increased enrollments. Now, however, monies are needed to facilitate the maintenance of all facilities as 21st century schools.

Two Improvement Priorities resulted from the rapid growth within the school system boundaries, bringing in persons of different heritage and socio-economic levels. For years the school system community changed very little in ethnicity, socio-economic levels, or other nationalities. The effect of these changes is the need for diversity awareness and sensitivity training. In tandem with this growth is the need to allocate limited resources equitably throughout the system. As noted earlier in the report, equitable is not always equal. If portions are not equal, perceptions often are that allocations are not fair. With trust as a strength in the system, the leadership and board are on the correct path to successfully meet these challenges.

The superintendent has worked to provide a stable and proactive culture with a focus on academic achievement since the beginning of his tenure and has strived to maintain transparency as he has brought information to the Board for decisions. These Improvement Priorities are designed to build on strengths and direct the system forward. As noted above, the Team found clear evidence of a culture that is caring, trusted and dedicated to providing an excellent education for all students. The efforts of the system to address these challenges in a positive manner ensure continued improvement and increases in student success.

# **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.**

We are currently working on a mechanism to include all stakeholders. At this time we only include staff and some student representation. The parental involvement in our school is low, but has increased this year in terms of communication and conferencing.

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

At this time only the staff make decisions in this area. We do this by sub-group committees chaired by a School Improvement Facilitator. Our school is working on a plan to increase stakeholder representation.

**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 plan is transmitted electronically and in staff meetings. Staff is also responsible to craft the plan.

# **Student Performance Diagnostic**

## **Introduction**

The Student Performance Diagnostic provides an institution with a process to report summative student assessments. This diagnostic is significant to the accreditation and continuous improvement process as it serves as a resource for schools to view content area assessment results required by the state, district, or other entities, determine the quality and reliability of the given assessments, and show the alignment of the assessments to the school's curriculum. The performance level computed at the completion of the diagnostic is used by the external review team as a comprehensive report to understand fully the institution's assessment program; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

**Student Performance Data**

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
1.	Did you complete the Student Performance Data document offline and upload below?	Yes		

## Evaluative Criteria and Rubrics

Overall Rating: 2.0

	Statement or Question	Response	Rating
1.	Assessment Quality	The array of assessment devices used by the institution to determine students' performances is sufficiently aligned so that valid inferences can be reached regarding students' status with respect to some of those curricular aims regarded as high-priority instructional targets. The documentation provided in support of this alignment is less than persuasive. Some of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements.	Level 2

	Statement or Question	Response	Rating
2.	Test Administration	Most of the assessments used by the institution to determine students' performances have been administered with reasonable fidelity to the administrative procedures appropriate for each assessment. In most instances, the students to whom these assessments were administered are essentially representative of the students served by the institution. Appropriate accommodations have been provided for most assessments so that valid inferences can be made about most students' status with respect to most of the institution's targeted curricular outcomes.	Level 3

	Statement or Question	Response	Rating
3.	Quality of Learning	Evidence of student learning promoted by the institution is indifferently analyzed and presented with little clarity. In comparison to institutions functioning in a similar educational context, students' status, improvement, and/or growth evidence indicates that the level of student learning is below what would otherwise be expected.	Level 2

	Statement or Question	Response	Rating
4.	Equity of Learning	Evidence of student learning indicates achievement gaps exist among subpopulations of students, and that minimal or no change has occurred in these achievement gaps.	Level 1

## **Areas of Notable Achievement**

**Which area(s) are above the expected levels of performance?**

None

**Describe the area(s) that show a positive trend in performance.**

Reading and Social Studies show a positive trend at varying times.

**Which area(s) indicate the overall highest performance?**

Reading and Social Studies

**Which subgroup(s) show a trend toward increasing performance?**

Not applicable due to low number of students - subgroups are not recognized by the state of Michigan.

**Between which subgroups is the achievement gap closing?**

Not applicable

**Which of the above reported findings are consistent with findings from other data sources?**

The consistency is that there is no true trend in scores, likely due to transient population of at-risk students.

## **Areas in Need of Improvement**

**Which area(s) are below the expected levels of performance?**

All are below, particularly math and science.

**Describe the area(s) that show a negative trend in performance.**

Math and Science are always extremely low and primarily "not proficient".

**Which area(s) indicate the overall lowest performance?**

Math and Science

**Which subgroup(s) show a trend toward decreasing performance?**

Not applicable

**Between which subgroups is the achievement gap becoming greater?**

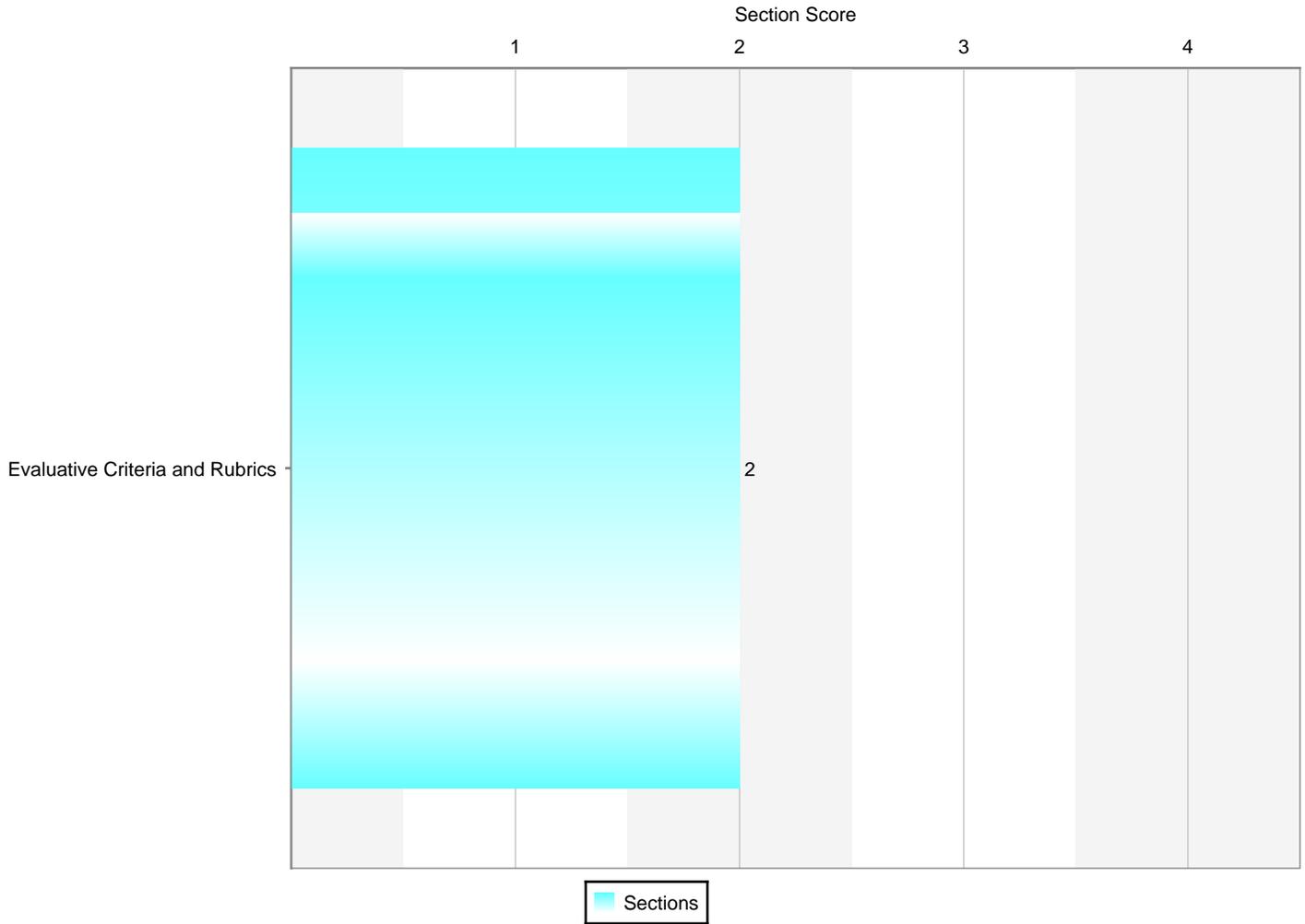
Not applicable

**Which of the above reported findings are consistent with findings from other data sources?**

Students are still in need of improvement, particularly in math.

## Report Summary

### Scores By Section



# **Stakeholder Feedback Diagnostic**

## **Introduction**

The Stakeholder Feedback Diagnostic is designed to analyze the institution's survey results in terms of areas of achievement and areas that need improvement. Further, the diagnostic is essential to the accreditation and continuous improvement processes in that it provides the institution with a comprehensive view of the aggregate scores of the surveys administered, and the actual total of respondents for each survey type to derive a single score for this diagnostic. The performance level score computed at the completion of the diagnostic is used to broaden and enhance the external review team's understanding of the stakeholder's perceptions of the institution; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

**Stakeholder Feedback Data**

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
1.	Did you complete the Stakeholder Feedback Data document offline and upload below?	Yes		

**Evaluative Criteria and Rubrics**

Overall Rating: 1.5

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
1.	Questionnaire Administration	Few or no required AdvancED questionnaires were used by the institution. The minimum response rate was not met (parent questionnaire: less than 20%, student questionnaire(s): less than 40%, staff questionnaire: less than 60%). Questionnaires were administered with no fidelity to the administrative procedures. The participants to whom these questionnaires were administered did not represent the populations served by the institution. Appropriate accommodations were not provided for participants.	Level 1

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
2.	Stakeholder Feedback Results and Analysis	One or more of the stakeholder questionnaires had an average item value below 3.20 (on a 5.0 scale). Results of stakeholder feedback collected by the institution were indifferently analyzed and presented with little clarity.	Level 2

## **Areas of Notable Achievement**

**Which area(s) indicate the overall highest level of satisfaction or approval?**

Standard One

**Which area(s) show a trend toward increasing stakeholder satisfaction or approval?**

Standard Two and Three

**Which of the above reported findings are consistent with findings from other stakeholder feedback sources?**

Standard One and Standard Five were the most consistent.

## **Areas in Need of Improvement**

**Which area(s) indicate the overall lowest level of satisfaction or approval?**

Standard Three

**Which area(s) show a trend toward decreasing stakeholder satisfaction or approval?**

Standard Three

**What are the implications for these stakeholder perceptions?**

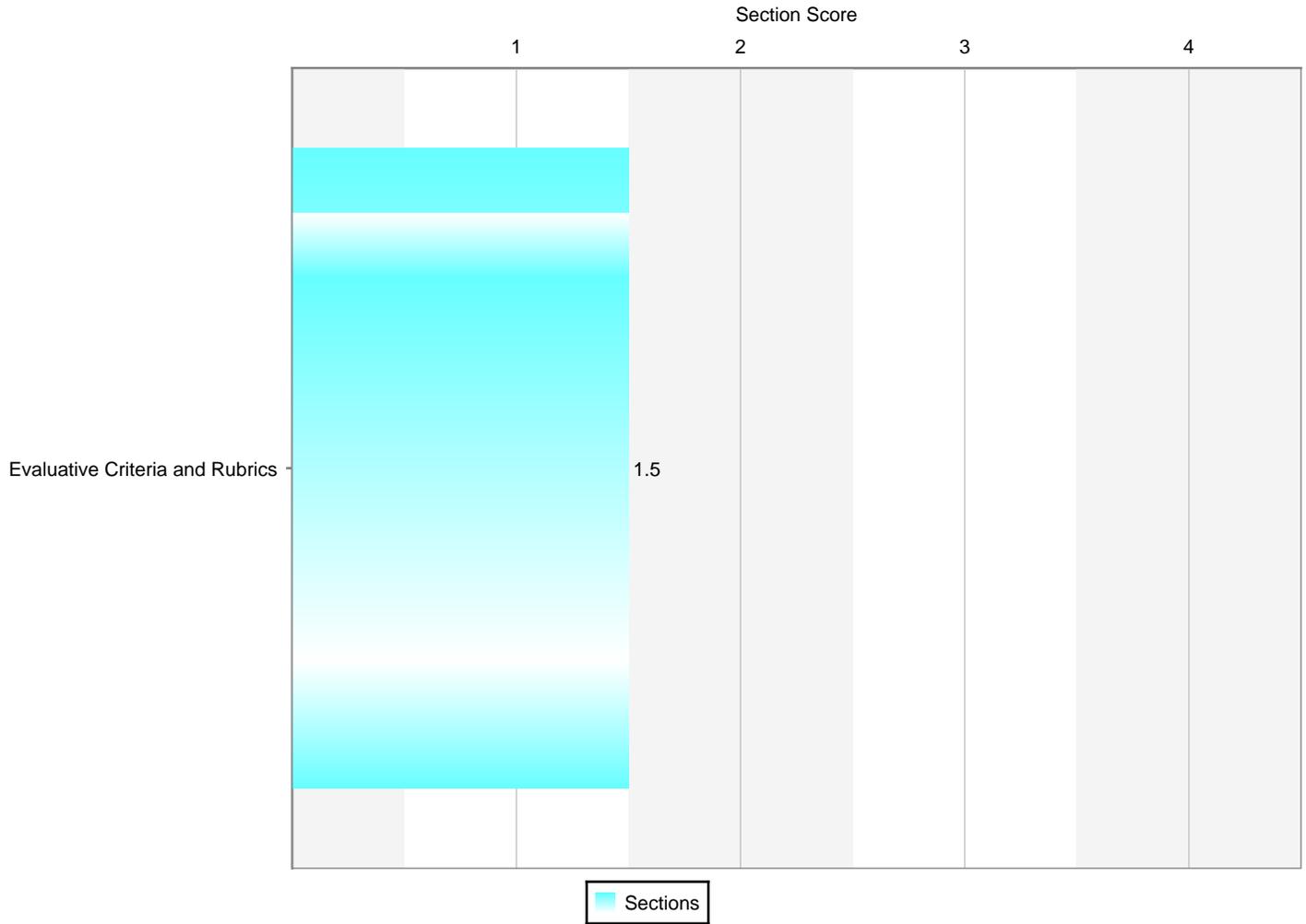
Students and parents are generally satisfied with the school's purpose, involving teaching and learning; however, both stakeholder groups desire stronger leadership.

**Which of the above reported findings are consistent with findings from other stakeholder feedback sources?**

Leadership improvement and continued self-reflection across the board offer the highest chance for success.

## Report Summary

### Scores By Section



# 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?**

There was a large decrease in enrollment for the 2013-2014 school year. Some of the challenges were more enrollments online programs that had not existed previously, a rise in rent in the area, and a lack of a smooth transition process in transferring from our contributing schools.

### **Student Demographic Data**

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

Students out of district tend to struggle with reliable transportation, family dynamics, and have a lack intrinsic motivation. Suspensions for poor behavior has also been a significant contributing factor.

### **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?**

Substance abuse has been a large contributing factor to many behavioral issues. Another factor that takes a toll on behavior data is economic instability.

### **Student Demographic Data**

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

Some actions taken were: 1. the development of the behavioral intervention plan; 2. increase staff awareness and training on substance abuse problems and increase involvement with the district police liaison; 3. an enrollment transition process was created for in-district transfers.

### **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?**

Experience with teaching in the "alternative school setting", specifically, plays a large role on impacting student behavior and achievement. Advanced degrees and professional development also contribute to the effect a teacher can have 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?**

Experience with teaching in the "alternative school setting", specifically, plays a large role on impacting student behavior and achievement. Advanced degrees and professional development also contribute to the effect a teacher can have on student achievement.

**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?**

When a school leader is absent for any reason, student achievement can take on a negative effect; however, when leaders are absent for the purpose of professional learning, the long-term benefit should outweigh the immediate negative impact.

**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?**

When a teacher is absent for any reason, student achievement can take on a negative effect; however, when teachers are absent for the purpose of professional learning, the long-term benefit should outweigh the immediate negative impact.

**Teacher/School Leader(s) Demographic Data**

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

As for professional development, it is necessary to limit absences to those necessary and allow staff to train their peers if possible.

## **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?**

Governance and Leadership stand out as strengths, while the leaders establish policies and a supportive environment for other stakeholders involved.

**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?**

A challenge has been analyzing data and using it to make improvements in school operations and standards. This is primarily a challenge due to consistency or lack of in collecting the correct kind of data.

**12. How might these challenges impact student achievement?**

Collecting and reflecting on data from student growth is a primary component of and has a direct result on 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.**

The following processes are going to be implemented in the upcoming school year 2015/2016: Updated "Behavior Referral Process" and formal teacher Mentor/Mentee process.

**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?**

NA

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

Credit Recovery, summer school

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

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Students' credits are review at least at the end of the school year in order to determine whether or not credit recovery classes are needed in order meet graduation requirements. Parents are notified with a telephone call and/or letter.

**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?**

Mohegan High School follows district curriculum maps created state common core standards for grade level content areas. Observations and assessments are used to monitor this use.

**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**

A primary strength in the area of reading is that at Mohegan High School, classroom size is relatively smaller than traditional high school. Students, therefore, have more direct instruction as well as an opportunity to express their learning more openly.

### **19b. Reading- Challenges**

Students at Mohegan High School tend to struggle with multiple factors that adversely affect their learning such as lack of motivation, socio-economic status, a lack of academic success in history, and behavioral influences.

### **19c. Reading- Trends**

At Mohegan High School, there is a direct correlation between factors such as lack of motivation, socio-economic status, a lack of academic success in history, and behavioral influences and classroom size and familiarity with staff. When we implement a strategy that improves things such as motivation, attendance, and behavior, there is naturally improvement in academic success as well.

### **19d. Reading- Summary**

**Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no**

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**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.**

Primarily, the staff of Mohegan High School strives to overcome these challenges by continuously improving the environment and policies, which include the following: reaching out to parents and the community for support; implementation of a new behavioral plan; revising the teacher mentee-mentor program; developing consistencies throughout the building for policies, etc.

### **20a. Writing- Strengths**

A primary strength in the area of writing is that at Mohegan High School, classroom size is relatively smaller than traditional high school. Students, therefore, have more direct instruction as well as an opportunity to express their learning more openly.

### **20b. Writing- Challenges**

Students at Mohegan High School tend to struggle with multiple factors that adversely affect their learning such as lack of motivation, socio-economic status, a lack of academic success in history, and behavioral influences.

### **20c. Writing- Trends**

At Mohegan High School, there is a direct correlation between factors such as lack of motivation, socio-economic status, a lack of academic success in history, and behavioral influences and classroom size and familiarity with staff. When we implement a strategy that improves things such as motivation, attendance, and behavior, there is naturally improvement in academic success as well.

### **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.**

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Primarily, the staff of Mohegan High School strives to overcome these challenges by continuously improving the environment and policies, which include the following: reaching out to parents and the community for support; implementation of a new behavioral plan; revising the teacher mentee-mentor program; developing consistencies throughout the building for policies, etc.

### 21a. Math- Strengths

A primary strength in the area of math is that at Mohegan High School, classroom size is relatively smaller than traditional high school. Students, therefore, have more direct instruction as well as an opportunity to express their learning more openly.

### 21b. Math- Challenges

Students at Mohegan High School tend to struggle with multiple factors that adversely affect their learning such as lack of motivation, socio-economic status, a lack of academic success in history, and behavioral influences.

### 21c. Math- Trends

At Mohegan High School, there is a direct correlation between factors such as lack of motivation, socio-economic status, a lack of academic success in history, and behavioral influences and classroom size and familiarity with staff. When we implement a strategy that improves things such as motivation, attendance, and behavior, there is naturally improvement in academic success as well.

### 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.**

Primarily, the staff of Mohegan High School strives to overcome these challenges by continuously improving the environment and policies, which include the following: reaching out to parents and the community for support; implementation of a new behavioral plan; revising the teacher mentee-mentor program; developing consistencies throughout the building for policies, etc.

**22a. Science- Strengths**

A primary strength in the area of science is that at Mohegan High School, classroom size is relatively smaller than traditional high school. Students, therefore, have more direct instruction as well as an opportunity to express their learning more openly.

**22b. Science- Challenges**

Students at Mohegan High School tend to struggle with multiple factors that adversely affect their learning such as lack of motivation, socio-economic status, a lack of academic success in history, and behavioral influences.

**22c. Science- Trends**

At Mohegan High School, there is a direct correlation between factors such as lack of motivation, socio-economic status, a lack of academic success in history, and behavioral influences and classroom size and familiarity with staff. When we implement a strategy that improves things such as motivation, attendance, and behavior, there is naturally improvement in academic success as well.

**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.**

Primarily, the staff of Mohegan High School strives to overcome these challenges by continuously improving the environment and policies, which include the following: reaching out to parents and the community for support; implementation of a new behavioral plan; revising the teacher mentee-mentor program; developing consistencies throughout the building for policies, etc.

**23a. Social Studies- Strengths**

A primary strength in the area of Social Studies is that at Mohegan High School, classroom size is relatively smaller than traditional high school. Students, therefore, have more direct instruction as well as an opportunity to express their learning more openly.

**23b. Social Studies- Challenges**

Students at Mohegan High School tend to struggle with multiple factors that adversely affect their learning such as lack of motivation, socio-

economic status, a lack of academic success in history, and behavioral influences.

### 23c. Social Studies- Trends

At Mohegan High School, there is a direct correlation between factors such as lack of motivation, socio-economic status, a lack of academic success in history, and behavioral influences and classroom size and familiarity with staff. When we implement a strategy that improves things such as motivation, attendance, and behavior, there is naturally improvement in academic success as well.

### 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.**

Primarily, the staff of Mohegan High School strives to overcome these challenges by continuously improving the environment and policies, which include the following: reaching out to parents and the community for support; implementation of a new behavioral plan; revising the teacher mentee-mentor program; developing consistencies throughout the building for policies, etc.

## **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?**

Staff and student relationships and moral.

### **24b. Student Perception Data**

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

Opportunities for multiple electives and extra-curricular activities

### **24c. Student Perception Data**

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

Increased involvement in AINet activities and community.

### **25a. Parent/Guardian Perception Data**

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

Interpersonal connections with their child and the teacher-student ratio.

### **25b. Parent/Guardian Perception Data**

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

Opportunities for multiple electives and extra-curricular activities

### **25c. Parent/Guardian Perception Data**

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

Increased involvement in AINet activities and community.

### 26a. Teacher/Staff Perception Data

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

Interpersonal involvement among staff between staff and students , which creates an environment with a positive moral.

### 26b. Teacher/Staff Perception Data

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

Behavior problems within the classroom, which typically causes a disruption to teaching and learning.

### 26c. Teacher/Staff Perception Data

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

Continuous improvements to the behavior referral plan and the mentor/mentee program.

### 27a. Stakeholder/Community Perception Data

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

Interpersonal involvement among staff between staff and students , which creates an environment with a positive moral.

### 27b. Stakeholder/Community Perception Data

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

Opportunities for multiple electives and extra-curricular activities

### 27c. Stakeholder/Community Perception Data

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

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Increased involvement in AINet activities and community.

## Summary

### 28a. Summary

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

Overall, the biggest strength that Mohegan offers is that it is a relatively small learning community, which provides individualized instruction for the students. Because of this alternative school setting, the demographics of the students that attend sometimes corresponds with students with both academic and behavioral inadequacies.

### 28b. Summary

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

The biggest challenge, which are behavioral and academic set-backs, impacts student achievement by creating a disruption to learning and growth.

### 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?**

The primary focus will be the organizational goal. By focus on changes in student behavior, policies, and creating a positive environment, academics will naturally increase.

# **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
1.	Literacy and math are tested annually in grades 1-5.	Yes		

Label	Assurance	Response	Comment	Attachment
2.	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	<a href="http://www.chippewavalleyschools.org/schools/high-schools/mhs/about-us/aer/">http://www.chippewavalleyschools.org/schools/high-schools/mhs/about-us/aer/</a>	

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

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

Label	Assurance	Response	Comment	Attachment
5.	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
6.	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	Russell Maranzano 568-723-2000 19210 Cass Ave. Clinton Twp. MI 48038	

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Label	Assurance	Response	Comment	Attachment
7.	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
8.	The institution has a School-Parent Compact. If yes, please attach the School-Parent Compact below.	No		

Label	Assurance	Response	Comment	Attachment
9.	The School has additional information necessary to support your improvement plan (optional).	Yes		

# **Plan for School Improvement Plan**

## Overview

### Plan Name

Plan for School Improvement Plan

### Plan Description

## Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students at Mohegan High School will show improvement in reading skills.	Objectives: 1 Strategies: 2 Activities: 7	Academic	\$0
2	All students Mohegan High School will show improvement in mathematical performance.	Objectives: 1 Strategies: 1 Activities: 4	Academic	\$0
3	All students at Mohegan High School will show improvement in Written Expression.	Objectives: 1 Strategies: 1 Activities: 4	Academic	\$0
4	All students at Mohegan High School will show improvement in social studies.	Objectives: 1 Strategies: 2 Activities: 4	Academic	\$0
5	All students at Mohegan High School will show improvement in science	Objectives: 1 Strategies: 3 Activities: 5	Academic	\$0
6	All stakeholders will contribute to an environment that provides opportunities for improvements on attitude and motivation toward learning	Objectives: 1 Strategies: 3 Activities: 7	Organizational	\$0

## Goal 1: All students at Mohegan High School will show improvement in reading skills.

### Measurable Objective 1:

A 10% increase of Pre-K, Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency in reading comprehension in Reading by 06/30/2017 as measured by MME.

### Strategy 1:

Reading Process - Teachers in all subject areas will use reading activities such as activating, inferring, searching-selecting, and summarizing to improve the understanding of the reading process.

Category:

Research Cited: "all about Adolescent Literacy: Resources for Parents and Educators of kids in grades 4-12." AdLit.org . Ann B. and Thomas L. Friedman Family Foundation and Carnegie Corporation of New York, n.d. Web. 24 May 2013. <[http://www.adlit.org/strategy\\_library/](http://www.adlit.org/strategy_library/)>.

Tier: Tier 2

Activity - "Before" Activities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Strategies that are used to activate the prior knowledge of each student and set a purpose for reading. Teachers will ensure that students are given the opportunity to apply 3 of the following 12 strategies in class each trimester.</p> <p>Anticipation Guide                      Collaborative-Strategic-Reading Learning Logs                      Concept Sorts                      First Lines                      Frayer Model                      List-Group-Label                      Listen-Read-Discuss                      Mnemonics                      Peer-Assisted Learning Strategy (PALS)                      Possible Sentences                      Think Alouds                      Think-Pair-Share</p>	Direct Instruction			09/08/2015	06/01/2017	\$0	No Funding Required	All staff
Activity - "During" Activities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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<p>All teachers will ensure that students are given the opportunity to apply 5 of the following 22 strategies that are designed to help each student make connections, monitor their understanding, formulate questions, and stay focused, each trimester</p> <ul style="list-style-type: none"> <li>Concept Maps</li> <li>Directed Reading Thinking Activity (DRTA)</li> <li>Double-Entry Journals</li> <li>Inferential Reading</li> <li>Inquiry Chart</li> <li>Jigsaw</li> <li>Monitoring/Clarifying</li> <li>Paired Reading</li> <li>Paragraph Shrinking</li> <li>Partner Reading</li> <li>Power Notes</li> <li>Prediction Relay</li> <li>Reading Guides</li> <li>Reciprocal Teaching</li> <li>Seed Discussions</li> <li>Selective Highlighting</li> <li>Semantic Feature Analysis</li> <li>Story Maps</li> <li>Structured Notetaking</li> <li>SQ3R</li> <li>Text Structure</li> <li>Word Hunts</li> </ul>	Direct Instruction			09/08/2015	06/30/2016	\$0	No Funding Required	All staff
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Activity - 'After' Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Teachers will ensure that students are given the opportunity to apply 2 of the following 6 strategies that provide each student "an opportunity to summarize, question, reflect, discuss, and respond to text" (<a href="http://www.adlit.org">http://www.adlit.org</a>), each trimester.</p>	Academic Support Program			09/08/2015	06/30/2016	\$0	No Funding Required	All staff

**Strategy 2:**

Reading Comprehension - Teachers will incorporate reading strategies into regular lessons.

Category:

Tier: Tier 2

Activity - Purpose	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Students will learn the purpose behind what they read, involving audience, genre, craft/structure/perspective, etc.	Academic Support Program	Tier 3	Getting Ready	09/08/2015	06/30/2016	\$0	No Funding Required	English Teachers
<b>Activity - Fluency</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Students will read regularly in all classes and will focus on syntax and structure.	Academic Support Program	Tier 2	Getting Ready	09/08/2015	06/30/2016	\$0	No Funding Required	All Teachers
<b>Activity - Vocabulary Enrichment</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Students will learn and develop vocabulary both in context and in relation to subject area.	Academic Support Program	Tier 2	Implement	09/08/2015	06/30/2016	\$0	No Funding Required	All Teachers
<b>Activity - Interpretation and Analysis</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Students will interpret and analyse reading material from a variety of sources and genres in all classes.	Academic Support Program	Tier 2	Implement	09/08/2015	06/30/2016	\$0	No Funding Required	All Teachers

## Goal 2: All students Mohegan High School will show improvement in mathematical performance.

### Measurable Objective 1:

A 12% increase of Pre-K, Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency in mathematical computations in Mathematics by 06/30/2016 as measured by MME.

### Strategy 1:

Utilization of mathematics across all disciplines - All teachers will ensure that students perform mathematical computations within and appropriate to their discipline.

Category:

Research Cited: Kagan, Spencer, and Miguel Kagan. Kagan Cooperative Learning. San Clemente, CA: Kagan, 2009. Print.

Sammons, Laney. Building Mathematical Comprehension: [using Literacy Strategies to Make Meaning]. Huntington Beach, CA: Shell Education, 2011. Print.

Tier:

SY 2016-2017

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## School Improvement Plan

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Activity - Curricular Connections	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers in mathematics will ensure that students are given the opportunity to interact with mathematical expressions or functions germane to mathematics specifically mathematics vocabulary and understanding mathematical concepts. This will be done through methods including but not limited to: problem solving; quizlets, vocabulary activities, crosswords, word searches, articles; observation.	Direct Instruction	Tier 3	Monitor	09/08/2015	06/30/2016	\$0	No Funding Required	Math Teachers
Activity - Real World Connections	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Mathematics teachers will collaborate together to develop lessons that allow students to engage and apply math in real world situations through rich tasks. These activities will include story problems or activities using math reasoning (i.e. measuring activities, graphing, puzzles, cube activity (surface/area), and statistics project). They will connect math importance to daily life (via story problems, articles, math videos, job research, ACT/MME review)	Direct Instruction	Tier 3	Monitor	09/08/2015	06/30/2016	\$0	No Funding Required	Math Teachers
Activity - Analysis of Graphs and Charts	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will create graphs (i.e. parabola, line, or geometric figure) and complete reflection activities connecting congruence and symmetry. They will do various analysis activities including: describe data collected; differentiate between various graph styles; interpret data; and connect to real-life situations.	Direct Instruction	Tier 3	Monitor	09/08/2015	06/30/2016	\$0	No Funding Required	Math Teachers
Activity - Higher Level Thinking	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will participate in projects such as: using formulas and prior knowledge to determine geometric figures; statistics project; bias project; sudoku.	Academic Support Program	Tier 3	Monitor	09/08/2015	06/30/2016	\$0	No Funding Required	All staff

## Goal 3: All students at Mohegan High School will show improvement in Written Expression.

### Measurable Objective 1:

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A 10% increase of Pre-K, Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency Written expression across the curriculum in English Language Arts by 06/30/2016 as measured by MME .

### Strategy 1:

Writing For Learning - All teachers will use writing activities to improve student writing by implementing reflective writing, persuasive writing, pre-writing, and research Category:

Research Cited: Gallagher, Kelly. Teaching Adolescent Writers. Portland: Stenhouse Publishers, 2006.

Gallagher, Kelly. Write Like This: Teaching Real-world Writing Through Modeling and Mentor Texts. Portland: Stenhouse Publishers, 2011.

Tier:

Activity - Argumentative Writing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each trimester the students will be provided with the opportunity to complete an argumentative essay. Students will need to focus on a specific audience and write according to subject area that they choose.	Direct Instruction	Tier 2	Evaluate	09/08/2015	06/30/2016	\$0	No Funding Required	All teachers
Activity - Cause and Effect Writing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will utilize content specific information to demonstrate cause and effect relationships in writing. This will be accomplished by the utilization of a variety of graphic organizers and pre-writing tools including but not limited to: mapping, outlining, brainstorming, and timelines.	Direct Instruction	Tier 3	Getting Ready	09/08/2015	06/30/2016	\$0	No Funding Required	Social Studies and Science Teachers
Activity - Creative Writing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will demonstrate the ability to analyze course content and produce various writing styles or alternative writing methods including but not limited to poetry, short story, reflective, anticipation-reaction exercises, and digital stories.	Direct Instruction	Tier 3	Monitor	09/08/2015	06/30/2016	\$0	No Funding Required	English Teachers
Activity - Research Project	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Students will demonstrate understanding of the research process, by utilizing, and integrating scholarly sources, into their writing in order to synthesize information obtained from research. Students will also learn about reliable sources and citation formats.	Direct Instruction	Tier 3	Monitor	09/08/2015	06/30/2016	\$0	No Funding Required	English Teachers - MLA Social Studies Teachers - APA
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## Goal 4: All students at Mohegan High School will show improvement in social studies.

### Measurable Objective 1:

A 10% increase of Pre-K, Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency Social Studies in Social Studies by 06/30/2016 as measured by MME.

### Strategy 1:

Real World Connections - Social studies teachers and those teaching about events in history will provide real-world connections to the lessons in order to reveal relevance to students.

Category:

Tier: Tier 3

Activity - Interactive Exploration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be provided with the opportunity to go on field trips, listen to guest speakers, and participate in events that encourage the exploration of history, culture, or social studies.	Field Trip	Tier 3	Getting Ready	09/08/2015	06/30/2016	\$0	No Funding Required	Social Studies Teachers
Activity - Civic Responsibility	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be encouraged to get involved with community and will be held to high standards of citizenship.	Community Engagement	Tier 3	Getting Ready	09/08/2015	06/30/2016	\$0	No Funding Required	Social Studies Teachers

### Strategy 2:

Evaluation of Informational Texts - Teachers will provide students with various forms of informational texts and teach them how to analyze, interpret, and convey the material.

Category:

Tier: Tier 2

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Activity - Historical Research	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Obtaining and evaluating information provided on historical events.	Academic Support Program	Tier 2	Getting Ready	09/08/2015	06/30/2016	\$0	No Funding Required	Social Studies and English Teachers

Activity - Current Affairs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide students with the materials and resources needed to make themselves aware of current events and activity and enable to interpret what those actually mean.	Academic Support Program	Tier 3	Getting Ready	09/08/2015	06/30/2016	\$0	No Funding Required	Social Studies Teachers

## Goal 5: All students at Mohegan High School will show improvement in science

### Measurable Objective 1:

A 12% increase of Pre-K, Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in understanding in Science by 06/30/2016 as measured by MME.

### Strategy 1:

Data Representation - Students will be exposed to graphic and tabular material in order to practice and become proficient with skills such as graph reading, interpretation of scatterplots, and interpretation of information presented in tables.

Category:

Tier: Tier 3

Activity - Interpretation of Graphs and Tables	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will read, review, and interpret graphs and tables found in science journals and texts. These will include but will not be limited to data charts/graphs, scatterplots, tables.	Academic Support Program	Tier 3	Getting Ready	09/08/2015	06/30/2016	\$0	No Funding Required	Science, Physics, Chemistry, and Math Teachers

Activity - Developing Graphs and Tables	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## School Improvement Plan

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Students will demonstrate their skills with graphs and tables by creating their own from a given set of information.	Direct Instruction	Tier 3	Getting Ready	09/08/2015	06/30/2016	\$0	No Funding Required	Science, Physics, Chemistry, and Math Teachers
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### Strategy 2:

Research Summaries - Students will conduct labs and experiments and follow up with a written interpretation of their results or findings.

Category:

Tier: Tier 3

Activity - Lab Experiments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will develop and test hypothesis through hands on lab experiments	Direct Instruction	Tier 3	Getting Ready	09/08/2015	06/30/2016	\$0	No Funding Required	Science, Chemistry, and Physics Teachers

Activity - Research Summaries and Essays	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will provide summaries of and comparisons between experiments/labs in written form.	Direct Instruction	Tier 3	Getting Ready	09/08/2015	06/30/2016	\$0	No Funding Required	Science, Chemistry, and Physics Teachers

### Strategy 3:

Real World Connections - Students will be exposed to current science-related events and debates; they will develop an understanding of the information as well as analyze and compare viewpoints.

Category:

Tier: Tier 3

Activity - Conflicting Viewpoints	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
After reviewing various hypotheses and views on a scientific topic, students will focus on understanding, analyzing, and comparing alternative viewpoints or hypotheses. This can be done through research, experiments, persuasive writing, debates, etc.	Direct Instruction	Tier 3	Getting Ready	09/08/2015	06/30/2016	\$0	No Funding Required	Science Teachers

## Goal 6: All stakeholders will contribute to an environment that provides opportunities for improvements on attitude and motivation toward learning

### Measurable Objective 1:

collaborate to create a positive and productive environment conducive to learning by 06/30/2017 as measured by stakeholder surveys, discipline logs, and the behavioral intervention plan .

### Strategy 1:

Behavioral Intervention 16/17 - All staff and students at Mohegan High School will participate in the behavioral intervention program.

Category: School Culture

Research Cited: Positive Behavior Intervention System (PBIS); Responsibility-Centered Discipline (Larry Thompson)

Tier: Tier 1

Activity - Referral Process	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will work collaboratively to utilize and refine a student-referral process.	Behavioral Support Program	Tier 1	Evaluate	09/08/2015	06/30/2017	\$0	No Funding Required	All staff

Activity - Teaching and Modeling Behavioral Expectations	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will teach and model expectations according to the PBIS model, which will include but will not be limited to: clear classroom and school expectations; pre- and post- behavioral monitoring; and positive behavioral recognition. Staff will also incorporate RCD.	Behavioral Support Program	Tier 1	Evaluate	09/08/2015	06/30/2017	\$0	No Funding Required	All staff

Activity - Resource Room	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The resource room is operated by the building substitute teacher and offers support for academic and behavioral purposes.	Behavioral Support Program	Tier 1	Monitor	09/08/2015	06/30/2017	\$0	No Funding Required	Resource Room Teacher; All Teachers

Activity - Positive School Climate	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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All staff will provide positive and visible recognition for quality work and behavior. This may include but will not be limited to: "Caught Doing Good" awards; Student of the Month; displaying student work; "Stand-out Students" etc.	Behavioral Support Program	Tier 1	Evaluate	09/08/2015	06/30/2017	\$0	No Funding Required	All Staff
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### Strategy 2:

Parent and Community Involvement 16/17 - All staff and students at Mohegan High School will benefit from increased parent and community involvement and increased dialogue with all stakeholder groups. Strategies are in place to improve involvement and communication.

Category: School Culture

Research Cited: Educator and education researcher: Baruti Kafele's work on the "Attitude Gap" regarding at-risk students. Research by "The Search Institute".

Tier: Tier 1

Activity - Mentoring Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will meet with like-peers and community mentors, while a staff member monitors. This may include but will not be limited to: small focus groups; college/trade/military/presentations or programs; field trips; volunteer/ community service opportunities.	Community Engagement	Tier 1	Implement	09/01/2015	06/30/2017	\$0	No Funding Required	All staff

Activity - Family Outreach	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will make increased effort to involve parents and family in their child's academic and social development.	Parent Involvement	Tier 1	Implement	09/08/2015	06/30/2017	\$0	No Funding Required	All staff

### Strategy 3:

Learning Objectives 16/17 - All teachers will fully and adequately incorporate learning objectives into their classroom and teaching strategies. These concepts developed from CITW.

Category: Career and College Ready

Research Cited: Models and concepts developed by "Classroom Instruction That Works"

Tier: Tier 2

Activity - Classroom Instruction That Works	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will participate in the CITW training through the MISD: this will include implementing daily objectives being posted and referenced throughout lessons in each classroom; fidelity with use of objectives will be monitored by building administration.	Academic Support Program	Tier 2	Implement	09/08/2015	06/30/2017	\$0	No Funding Required	All Teachers

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Historical Research	Obtaining and evaluating information provided on historical events.	Academic Support Program	Tier 2	Getting Ready	09/08/2015	06/30/2016	\$0	Social Studies and English Teachers
Family Outreach	Staff will make increased effort to involve parents and family in their child's academic and social development.	Parent Involvement	Tier 1	Implement	09/08/2015	06/30/2017	\$0	All staff
Creative Writing	Students will demonstrate the ability to analyze course content and produce various writing styles or alternative writing methods including but not limited to poetry, short story, reflective, anticipation-reaction exercises, and digital stories.	Direct Instruction	Tier 3	Monitor	09/08/2015	06/30/2016	\$0	English Teachers
Resource Room	The resource room is operated by the building substitute teacher and offers support for academic and behavioral purposes.	Behavioral Support Program	Tier 1	Monitor	09/08/2015	06/30/2017	\$0	Resource Room Teacher; All Teachers
Interpretation of Graphs and Tables	Students will read, review, and interpret graphs and tables found in science journals and texts. These will include but will not be limited to data charts/graphs, scatterplots, tables.	Academic Support Program	Tier 3	Getting Ready	09/08/2015	06/30/2016	\$0	Science, Physics, Chemistry, and Math Teachers
Conflicting Viewpoints	After reviewing various hypotheses and views on a scientific topic, students will focus on understanding, analyzing, and comparing alternative viewpoints or hypotheses. This can be done through research, experiments, persuasive writing, debates, etc.	Direct Instruction	Tier 3	Getting Ready	09/08/2015	06/30/2016	\$0	Science Teachers

## School Improvement Plan

Chippewa Valley Adult and Mohegan Alt. Educ.

Curricular Connections	Teachers in mathematics will ensure that students are given the opportunity to interact with mathematical expressions or functions germane to mathematics specifically mathematics vocabulary and understanding mathematical concepts. This will be done through methods including but not limited to: problem solving; quizlets, vocabulary activities, crosswords, word searches, articles; observation.	Direct Instruction	Tier 3	Monitor	09/08/2015	06/30/2016	\$0	Math Teachers
Purpose	Students will learn the purpose behind what they read, involving audience, genre, craft/structure/perspective, etc.	Academic Support Program	Tier 3	Getting Ready	09/08/2015	06/30/2016	\$0	English Teachers
Positive School Climate	All staff will provide positive and visible recognition for quality work and behavior. This may include but will not be limited to: "Caught Doing Good" awards; Student of the Month; displaying student work; "Stand-out Students" etc.	Behavioral Support Program	Tier 1	Evaluate	09/08/2015	06/30/2017	\$0	All Staff
Research Summaries and Essays	Students will provide summaries of and comparisons between experiments/labs in written form.	Direct Instruction	Tier 3	Getting Ready	09/08/2015	06/30/2016	\$0	Science, Chemistry, and Physics Teachers
"During" Activities	All teachers will ensure that students are given the opportunity to apply 5 of the following 22 strategies that are designed to help each student make connections, monitor their understanding, formulate questions, and stay focused, each trimester Concept Maps Directed Reading Thinking Activity (DRTA) Double-Entry Journals Inferential Reading Inquiry Chart Jigsaw Monitoring/Clarifying Paired Reading Paragraph Shrinking Partner Reading Power Notes Prediction Relay Reading Guides Reciprocal Teaching Seed Discussions Selective Highlighting Semantic Feature Analysis Story Maps Structured Notetaking SQ3R Text Structure Word Hunts	Direct Instruction			09/08/2015	06/30/2016	\$0	All staff

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Real World Connections	Mathematics teachers will collaborate together to develop lessons that allow students to engage and apply math in real world situations through rich tasks. These activities will include story problems or activities using math reasoning (i.e. measuring activities, graphing, puzzles, cube activity (surface/area), and statistics project). They will connect math importance to daily life (via story problems, articles, math videos, job research, ACT/MME review)	Direct Instruction	Tier 3	Monitor	09/08/2015	06/30/2016	\$0	Math Teachers
Higher Level Thinking	Students will participate in projects such as: using formulas and prior knowledge to determine geometric figures; statistics project; bias project; sudoku.	Academic Support Program	Tier 3	Monitor	09/08/2015	06/30/2016	\$0	All staff
Teaching and Modeling Behavioral Expectations	All staff will teach and model expectations according to the PBIS model, which will include but will not be limited to: clear classroom and school expectations; pre- and post- behavioral monitoring; and positive behavioral recognition. Staff will also incorporate RCD.	Behavioral Support Program	Tier 1	Evaluate	09/08/2015	06/30/2017	\$0	All staff
Research Project	Students will demonstrate understanding of the research process, by utilizing, and integrating scholarly sources, into their writing in order to synthesize information obtained from research. Students will also learn about reliable sources and citation formats.	Direct Instruction	Tier 3	Monitor	09/08/2015	06/30/2016	\$0	English Teachers - MLA Social Studies Teachers - APA
Analysis of Graphs and Charts	Students will create graphs (i.e. parabola, line, or geometric figure) and complete reflection activities connecting congruence and symmetry. They will do various analysis activities including: describe data collected; differentiate between various graph styles; interpret data; and connect to real-life situations.	Direct Instruction	Tier 3	Monitor	09/08/2015	06/30/2016	\$0	Math Teachers
Lab Experiments	Students will develop and test hypothesis through hands on lab experiments	Direct Instruction	Tier 3	Getting Ready	09/08/2015	06/30/2016	\$0	Science, Chemistry, and Physics Teachers
'After' Strategies	Teachers will ensure that students are given the opportunity to apply 2 of the following 6 strategies that provide each student "an opportunity to summarize, question, reflect, discuss, and respond to text" ( <a href="http://www.adlit.org">http://www.adlit.org</a> ), each trimester.	Academic Support Program			09/08/2015	06/30/2016	\$0	All staff
Referral Process	All staff will work collaboratively to utilize and refine a student-referral process.	Behavioral Support Program	Tier 1	Evaluate	09/08/2015	06/30/2017	\$0	All staff

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Argumentative Writing	Each trimester the students will be provided with the opportunity to complete an argumentative essay. Students will need to focus on a specific audience and write according to subject area that they choose.	Direct Instruction	Tier 2	Evaluate	09/08/2015	06/30/2016	\$0	All teachers
Vocabulary Enrichment	Students will learn and develop vocabulary both in context and in relation to subject area.	Academic Support Program	Tier 2	Implement	09/08/2015	06/30/2016	\$0	All Teachers
Interactive Exploration	Students will be provided with the opportunity to go on field trips, listen to guest speakers, and participate in events that encourage the exploration of history, culture, or social studies.	Field Trip	Tier 3	Getting Ready	09/08/2015	06/30/2016	\$0	Social Studies Teachers
Current Affairs	Teachers will provide students with the materials and resources needed to make themselves aware of current events and activity and enable to interpret what those actually mean.	Academic Support Program	Tier 3	Getting Ready	09/08/2015	06/30/2016	\$0	Social Studies Teachers
"Before" Activities	Strategies that are used to activate the prior knowledge of each student and set a purpose for reading. Teachers will ensure that students are given the opportunity to apply 3 of the following 12 strategies in class each trimester.  Anticipation Guide Collaborative-Strategic-Reading Learning Logs Concept Sorts First Lines Frayer Model List-Group-Label Listen-Read-Discuss Mnemonics Peer-Assisted Learning Strategy (PALS) Possible Sentences Think Alouds Think-Pair-Share	Direct Instruction			09/08/2015	06/01/2017	\$0	All staff
Cause and Effect Writing	Students will utilize content specific information to demonstrate cause and effect relationships in writing. This will be accomplished by the utilization of a variety of graphic organizers and pre-writing tools including but not limited to: mapping, outlining, brainstorming, and timelines.	Direct Instruction	Tier 3	Getting Ready	09/08/2015	06/30/2016	\$0	Social Studies and Science Teachers
Developing Graphs and Tables	Students will demonstrate their skills with graphs and tables by creating their own from a given set of information.	Direct Instruction	Tier 3	Getting Ready	09/08/2015	06/30/2016	\$0	Science, Physics, Chemistry, and Math Teachers

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Classroom Instruction That Works	All teachers will participate in the CITW training through the MISD; this will include implementing daily objectives being posted and referenced throughout lessons in each classroom; fidelity with use of objectives will be monitored by building administration.	Academic Support Program	Tier 2	Implement	09/08/2015	06/30/2017	\$0	All Teachers
Fluency	Students will read regularly in all classes and will focus on syntax and structure.	Academic Support Program	Tier 2	Getting Ready	09/08/2015	06/30/2016	\$0	All Teachers
Mentoring Program	Students will meet with like-peers and community mentors, while a staff member monitors. This may include but will not be limited to: small focus groups; college/trade/military/presentations or programs; field trips; volunteer/ community service opportunities.	Community Engagement	Tier 1	Implement	09/01/2015	06/30/2017	\$0	All staff
Civic Responsibility	Students will be encouraged to get involved with community and will be held to high standards of citizenship.	Community Engagement	Tier 3	Getting Ready	09/08/2015	06/30/2016	\$0	Social Studies Teachers
Interpretation and Analysis	Students will interpret and analyse reading material from a variety of sources and genres in all classes.	Academic Support Program	Tier 2	Implement	09/08/2015	06/30/2016	\$0	All Teachers