



School Improvement Plan

Madison Academy - High School

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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?

During the 2014-2015 school year Madison Academy High School served 207 diverse students in ninth through twelfth grades. The population is classified into the following ethnic categories: 64% Black, 29% Caucasian, 3% Hispanic, and 4% Other. The population is 52% female and 48% male. Madison currently has an 80% free and reduced lunch rate.

Madison Academy High School is located at 3266 Genesee Road Burton MI, but a majority of Madison Academy students come from the local Flint community. The teaching staff includes 18 highly qualified members as well as a part-time social worker, speech therapist, and school psychologist. Over the past three years, there has been an overall increase in enrollment. Some of the unique features and challenges facing Madison are high rate of staff attrition and student mobility, an increasing population of students from low socioeconomic status, a below grade-level baseline, as well as an increase in the number of students requiring special education and social work services.

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.

Madison Academy's school mission is that students will demonstrate academic excellence and wellness, positive character development, knowledge with interest in fine arts, and a love for lifelong learning and service to others.

Madison supports and empowers teachers and students to teach and learn at rigorous levels, to build up from current knowledge/experience level, to use data to drive instruction and learning, and to achieve high achievement. Madison supports and empowers teachers, students, and the families to grow as individuals, feel secure, have a sense of belonging, have a voice, and make a difference.

Due to the fact that the majority of Madison's population is performing below grade level, a heavy emphasis has been placed on raising the bar for staff and students. Both staff and students are continuously learning how to grow in and improve on their current levels of knowledge.

Things that have been implemented are: Staff PD, goal setting, delving into data, using data to drive instruction, praise and recognition for meeting goals, and math and reading intervention programs and materials.

Notable Achievements and Areas of Improvement

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

In the last three years Madison Academy High School has seen an overall improvement in Michigan standardized assessments and district-wide assessment scores. With a continued strategic plan in place, Madison will continue an upward trajectory with state assessment scores. In addition to the state assessment progress, cultural changes have been made within the building using the Teach Like a Champion Strategies (Doug Lemov, Uncommon Schools), creating consistency and accountability within the building. In the next three years a full-tiered Title 1 team will be implemented using the MTSS framework, as well as an at-risk service provider to target the struggling students and give them the additional assistance and support they need, with the expectation of seeing drastic improvement in the achievement of students identified as at risk.

Additional Information

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

Madison is striving daily to provide the students and families with the opportunities for success and high achievement.

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.

The School Improvement Team was created by combining the chair heads from the Professional Learning Committees. Meetings were held after school, by e-mail, conference call, and during the school day (teachers were provided sub coverage to allow participation). The School Improvement Team consists of teaching staff, school administration, parents, and students. Parents and students have been personally invited to be a part of the team based on prior parental involvement in their child's education, school activities, and motivation.

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

Every teacher and school administrator was involved in the development of the School Improvement Plan. A variety of teachers representing different grade levels and subject areas were selected to be on the team. Teachers provided input and suggestions based on data and experience. Parents and students provided input based on experience with the school and its procedures and offered suggestions for improvements of the school and its procedures based on what they would like to see happen in the future. This input was then brought forth to the Leadership Committee Meetings. A chair and vice-chair were also selected to organize and produce the plan.

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

Once the School Improvement Plan was created it was distributed to all teachers and school staff for review. During the process staff was encouraged to provide feedback and input. All school staff receives a copy of the DIP/SIP and they are encouraged to review it during the year to help drive their instruction and reach school wide goals. The SIP is also located on Madison Academy's website for downloading and viewing at any time by any parent, student, teacher, or other stakeholder. The SIP is also distributed and made available at our bi-monthly SIP meetings.

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?

In the last three years, Madison enrollment has increased overall from 193 students for the 12-13 school year to 208 for the 14-15 school year. One challenge identified in enrollment is the steady fluctuation of students arriving and leaving Madison in a given school year (example: 20 students transferred in/out for 14-15 school year), causing school personnel to have to review rules and procedures on a regular basis as well as both positively and negatively affecting the classroom climate, culture, and achievement scores. In addition, students are enrolling below grade level, increasing the need for interventions and remediation.

Student Demographic Data

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

Student truancy directly correlates to lower performance compared to peers that attend school regularly, and truancy is a regular challenge at Madison Academy High School. For the 12-13 school year, 80% of the student population had missed 10 or more days of school. For the 13-14 school year, 53% of the student population had missed 10 or more days of school. For the 14-15 school year, 41% of the student population had missed 10 or more days of school. There are also a high number of students arriving to class late and every five tardies count as an absence, further augmenting the attendance problem.

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?

In the past three years, Madison Academy High School has seen an overall increase in student behavior challenges as well as an increase in expulsion and suspensions in the special education population, leading to a greater emphasis and focus on behavior intervention and prevention that includes educating staff and devising school-wide positive behaviors supports.

Student Demographic Data

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

Various strategies have been put in place throughout the year to begin addressing challenges in the area of attendance and discipline. A behavior interventionist was hired starting in 2014-2015 to address student behavior and run an In-School-Suspension program (ISS). Also, the behavior interventionist and administration began attending a PD series in 2014 over suspension reduction to address suspension rates.
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School Improvement Plan

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A Madison Academy Success Team comprised of three teachers began in October 2014, with a focus on decreasing student tardies. Funds were raised for hallway wall clocks and a weekly tardy intervention was started in January 2015. Additionally, a daily truancy intervention was devised by the school truancy officer and implemented during second trimester of the 2014-2015 school year, and included monthly visits to court to discuss the importance of attendance with a local judge. In May 2015, administration received approval from the school board to review and revise the student handbook over the summer in order to put in proper procedures to address behavior and attendance concerns as demonstrated by the data presented in the comprehensive needs assessment. The School Improvement Committee discussed the need for greater parental involvement and student ownership of grades, behavior, and attendance, and will continue to make improving that a focus point of future meetings.

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 current administrator has eight years of teaching and administrative experience, leading to a positive impact overall on student achievement due to her ability to understand the structure and needs of the classroom from both a teaching and administrative point of view.

Teacher/School Leader(s) Demographic Data

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

The average years of teaching experience at Madison is 7 years. Out of the 17 highly qualified teaching staff, eleven have three or more years of teaching experience, improving the overall quality and experience of instruction delivered, positively affecting achievement scores.

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?

Days missed by administration are minimal and leadership is in place to ensure the building runs seamlessly on the days she is gone. The assistant administrator's position was removed in November 2014. Since then, current administration maintains a regular presence in the building and strong staff support in the case of a required absence. She also maintains regular presence through frequent walkthroughs, evaluations, monthly one-on-one meetings with all staff members, as well as frequent walks through the building and pep talks before standardized testing, leading to a positive impact on student achievement overall by encouraging both her staff and students to succeed through her intensive involvement.

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?

Teachers at Madison have shown an average of 9 absences per teacher due to professional learning and personal days taken, maintaining the number of days allowed by the managing company. Days taken due to professional development positively impact over all school

achievement as teachers are able to come back with new ideas and teaching strategies to bring to the classrooms. The majority of teachers at Madison do not exceed the maximum number of personal days they are allowed to take, ensuring they are in the classroom for the majority of teaching instruction delivered, allowing for increased instructional time and achievement. The one exception to this was monitored regularly and the situation addressed, but overall negatively impacted her students.

Teacher/School Leader(s) Demographic Data

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

Madison Academy High School seeks to minimize the challenge of teacher attrition by offering attractive benefit packages, bonus pay based on additional responsibilities (coaching, test coordinating, lead teaching, data managing), mentor/mentee program, common planning, flexible administrative team, and overall school staff camaraderie and rapport. Teachers absences are monitored regularly and must be approved by administration, and any issues are addressed in a timely fashion by administration.

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?

The strongest standard on the Interim Self Assessment was in the area of Purpose and Direction with a 3.67, suggesting that administration has given staff members a strong sense of vision and direction for the school.

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?

The two weakest standards on the Interim Self Assessment were 1) Teaching and Assessing for Learning and 2) Using Results for Continuous Improvement, prompting the discussion by the leadership committee that more must be done to further educate teachers on how to consistently and accurately incorporate data into classroom instruction.

12. How might these challenges impact student achievement?

These challenges (weak in the areas of Teaching and Assessing for Learning and Using Results for Continuous Improvement) can negatively impact student achievement if teachers are not consistently and accurately incorporating data into classroom instruction and using it to inform their instructional practices.

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.

Madison will focus on improving these particular standards in the coming years by seeking out opportunities for Professional Development and further emphasizing the need for data-based instruction through the teacher evaluation process. Teachers will continue to be held accountable for using their student's achievement data to inform their instructional practices.

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?

Madison offers full-inclusion classroom instruction for students with disabilities and further, students with disabilities have full access to Title 1 staff (math and reading intervention), credit recovery online classes, and any extended learning opportunities offered based on their needs.

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

Current Extended Learning Opportunities available for students at Madison include: community service (grade 12), online courses for additional elective options (grades 10-12), private instruction (grades 9-12), extended school year (grades 9-12), increased credit requirements (grades 9-12), after-school TeenQuest program (grades 9-12) at local high school, and various clubs and activities such as robotics, theater, and team sports (9-12).

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

The ELO's at Madison are voluntary with the exception of community service for grade 12 as part of their Senior Exit Project requirement. Parents are notified of these various opportunities through a variety of sources: school website, monthly school newsletter, notes home, phone calls, parent-teacher conferences, new-student orientation, etc.

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?

Evidence to indicate the extent that state content standards are being implemented is found through school-wide, district-mandated, 30-day assessments. Approximately once a month, students are tested in core content classrooms over standards they were expected to have learned the previous (per curriculum guides published by Madison's managing company). Science and social studies participate in 30-day assessments, but creates its own assessment from the state standards (the MAHS managing company hope to have completed curriculum guides and corresponding 30-day assessments out by next year). Teachers reteach lowest three standards as well as monitor individual student mastery for individualized instruction, ensuring continued student success and achievement.

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.

Do not complete health survey/screener.

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

As a strength in reading, Madison Academy High School (MAHS) met the MDE proficiency target in reading for 2013 Accountability Scorecard. Additionally, the most recent average reading score on the national standardized assessment showed an increase from the last two years.

19b. Reading- Challenges

As a challenge in reading, MAHS has steadily declined over the past three years in average reading scores on the Michigan Merit Examination (MME). The MME average scores from the past three years all fell in the "partially proficient" ranking. An additional challenge is that the last two years of ACT reading scores fall almost 7 points below national benchmark.

19c. Reading- Trends

As a trend in reading, Madison's reading scores have steadily declined on both the national standardized assessment (ACT) from a 17.54 in 2012 to a 15.26 in 2014, with a slight improvement of 16.70 in 2015. This trend is also shown on the Michigan Merit Examination (MME) from a 1098.1 in 2012 to a 1085.4 in 2014.

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.

The challenges in reading will be addressed in our school improvement plan by the goal of increasing proficiency in reading scores. Activities will include continued implementation of tier 2 title 1 services by a reading interventionist for students who demonstrate deficiencies in math and reading, schoolwide reading assessments used to inform instruction and intervention, a schoolwide vocabulary focus, as well as continued requirement of reading preparation classes.

20a. Writing- Strengths

As a strength in writing, Madison Academy High School (MAHS) met the MDE proficiency target in writing for 2013 Accountability Scorecard. Additionally, English/Writing national assessment (ACT) score's from the past two years have increased. On the Michigan Merit Examination (MME), from 2012 to 2014, writing scores ultimately increased.

20b. Writing- Challenges

As a challenge in writing, the last two years of ACT reading scores fall almost 7 points below national benchmark. The MME average scores from the past three years all fell in the "partially proficient" ranking.

20c. Writing- Trends

Writing scores for national standardized assessment (ACT) have increased slightly in the last two years, from a 13.51 in 2013, to a 13.92 in 2014, to a 14.79 in 2015. Writing scores for michigan merit examinations have shown an increase overall in the past three years, from a 1073.1 in 2013, to a 1067.2 in 2014 (no 2015 data available due to switch to M-STEP).

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.

The challenges in writing will be addressed in our school improvement plan by the goal of increasing proficiency in reading/writing scores. Activities will include continued implementation of tier 2 title 1 services by a reading interventionist for students who demonstrate deficiencies in math and reading, a schoolwide vocabulary focus, as well as offering a writing preparation classes.

21a. Math- Strengths

As a strength in math, overall the gap has minimized between special education and general education math scores on the national standardized assessment (ACT).

21b. Math- Challenges

As a challenge in reading, MAHS has decreased slightly overall over the past three years on the national standardized assessment (ACT). Additionally, the last three years of ACT math scores fall almost 6 points below national benchmark. As an additional challenge, the MME average scores from the past three years all fell in the "not proficient" ranking (do not have data from 2015 due to switch to M-STEP).

21c. Math- Trends

Average math scores on the ACT averaged a 16.29 with all the scores falling within .1 points of the average over the past three years. Average math scores on the MME have been between 1065-1068 for the past three years.

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.

The challenges in math will be addressed in our school improvement plan by the goal of increasing proficiency in math scores. Activities will include continued implementation of tier 2 title 1 services by a math interventionist on students who demonstrate deficiencies in math and reading, a schoolwide math basics focus, schoolwide math assessments used to inform instruction and intervention, as well as continued requirement of math preparation classes.

22a. Science- Strengths

Science scores have steadily increased on the ACT over the past three years, from a 16.78 in 2013 to a 17.83 in 2015. Additionally, Madison met the proficiency targets set by the MDE in science for the 2013 accountability scorecard.

22b. Science- Challenges

One challenge facing science is that the scores still fall almost 6 points below national benchmark, and almost 3 points below national norm. Additionally, the scores on the MME from the last three years have all fallen within the "not proficient" category. (Do not have 2015 data due to switch to M-STEP.)

22c. Science- Trends

Average science scores on ACT over last three years have show steady increase by over a full point from 16.78 in 2013 to a 17.83 in 2015. Average science scores on MME over last three years have shown slight decline from a 1078.9 in 2012 to a 1074.1 in 2014.

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.

The challenges in science will be addressed in our school improvement plan by the goal of increasing proficiency in math scores, where the objectives will include incorporating science content into math curriculum and intervention. Activities will include continued implementation of tier 2 title 1 services by a math interventionist on students who demonstrate deficiencies in math and reading, and a schoolwide vocabulary focus.

23a. Social Studies- Strengths

Madison Academy High School has met the required proficiency targets set by the MDE for the 2013 Accountability Scorecard.

23b. Social Studies- Challenges

Average social studies scores on the MME for the last three years have averaged in the "partially proficient" category. An additional challenge has been the slight decline in average scores on the MME over the past three years, from a 114.0 in 2012 to a 1101.4 in 2014. (No 2015 achievement scores due to switch to MSTEP.)

23c. Social Studies- Trends

Average social studies scores on the MME have shown slight decline over the past three years, from a 1114.0 in 2012 to a 1101.4 in 2014.

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.

The challenges in social studies will be addressed in our school improvement plan by the goal of increasing proficiency in reading/writing scores, where the objectives will include incorporating social studies content into ELA/reading curriculum and intervention. Activities will include continued implementation of tier 2 title 1 services by a reading interventionist on students who demonstrate deficiencies in math and reading, and a schoolwide vocabulary focus.

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?

The highest level of satisfaction among students, according to a survey given in February 2015, is in the area of coursework and academic progress. 62% of students are satisfied or highly satisfied with the challenge of their coursework and 76% are satisfied or highly satisfied with their progress in school.

24b. Student Perception Data

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

The lowest level of satisfaction among students, according to a survey given in February 2015, is in the area of discipline. 60% of students either disagreed or strongly disagreed with the statement that discipline issues are handled effectively at Madison.

24c. Student Perception Data

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

Madison will be addressing behavior and discipline by revising the discipline and attendance policies in the student handbook for the 2015-2016 school year. Weekly truancy and tardy interventions will also be conducted, focusing on students who demonstrate a high amount of absences and/or tardies as determined by regular data analysis. Madison will also be participating in a countywide, three-year behavior program with Intermediate School District where MAHS will receive training from ISD resulting in districtwide universal discipline system. Finally, the behavior interventionist will be implementing a character development program with students serving In-School-Suspensions.

25a. Parent/Guardian Perception Data

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

The highest levels of satisfaction among parents/guardians were in the areas of 1) the learning that takes place at Madison, 2) the preparation their child receives for college, 3) overall administration at Madison, 4) discipline policies and procedures, 5) parent-teacher communication, 6) the amount of information provided, 7) overall building safety, and 8) overall building facilities.

25b. Parent/Guardian Perception Data

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

The overall lowest level of satisfaction among parents/guardians were communication and prep classes. 10% of parents were dissatisfied or strongly dissatisfied with the level and amount of parent communication. 11% of parents were dissatisfied or strong dissatisfied with the level of rigorous, college preparatory classes.

25c. Parent/Guardian Perception Data

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

Madison will continue to incorporate college prep classes into its course offering. Teachers will continued to be required to make calls home for failing grades, detentions issued, and any other challenges that occur.

Note: While the parents who participated in the survey have an overall positive perception of Madison Academy High School, the School Improvement Committee and leadership committee discussed the need for greater participation from parents to achieve a broader collection of data and plan on incorporating the parent survey into the admission process at a key sports event and/or concert once per trimester in order to gain perception data.

26a. Teacher/Staff Perception Data

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

The highest level of satisfaction among teachers and staff, according to a survey conducted in December 2014, are the areas of safety, job satisfaction, feedback, and continued development. 95% of staff agree or strongly agree that students and staff feel safe at Madison Academy and 100% of staff members either agree or strongly agree that they are satisfied with their job and that feedback from evaluations contribute to the continued development of their success.

26b. Teacher/Staff Perception Data

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

The lowest level of satisfaction among teachers and staff, according to a survey conducted in December 2014, were the areas of discipline and parental involvement. 55% of the staff believes the discipline program is ineffective, and 85% of teachers feel that parents do not adequately support the education of their student at Madison.

26c. Teacher/Staff Perception Data

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

Madison will be addressing parental involvement ("Parental Involvement Improves Student Achievement," Henderson, 1987) by attempting to increase the accessibility of school events for all parents (examples: sending out bus to pick up parents, meetings in a central location instead of the school, requesting additional parental involvement at school events, etc.).

27a. Stakeholder/Community Perception Data

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

The Madison leadership team discussed the limited nature of those surveyed (students, staff, parents) and the need for perception data from additional stakeholders beyond student, staff, and parents. For the next round of perception data for the 2015-2016 school year, Madison Academy intends to survey additional stakeholders (local businesses, colleges, universities; board members; etc.) as well as revise the nature of the questions asked to better ascertain the perceived value of the school's services' impact on students.

27b. Stakeholder/Community Perception Data

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

Repeated from 27a: The Madison leadership team discussed the limited nature of those surveyed (students, staff, parents) and the need for perception data from additional stakeholders beyond student, staff, and parents. For the next round of perception data for the 2015-2016 school year, Madison Academy intends to survey additional stakeholders (local businesses, colleges, universities; board members; etc.) as well as revise the nature of the questions asked to better ascertain the perceived value of the school's services' impact on students.

27c. Stakeholder/Community Perception Data

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

Repeated from 27a: The Madison leadership team discussed the limited nature of those surveyed (students, staff, parents) and the need for perception data from additional stakeholders beyond student, staff, and parents. For the next round of perception data for the 2015-2016 school year, Madison Academy intends to survey additional stakeholders (local businesses, colleges, universities; board members; etc.) as well as revise the nature of the questions asked to better ascertain the perceived value of the school's services' impact on students.

Summary

28a. Summary

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

An analysis of DEMOGRAPHIC trends concluded that a majority of Madison's student population displays high percentages of attendance and/or behavior issues, lack of parental involvement, and/or belong to an at-risk demographic group (socioeconomic, McKinney-Vento, etc.). Classroom productivity is being negatively influenced by attendance and behavior as demonstrated by the correlation between failing students and low attendance.

In conclusion, regarding the ways that Madison evaluates its student programs and PROCESS, there were multiple assessments and evaluation tools that were analyzed and reviewed, including an interim self assessment, state audits, and regular accountability meetings with key stakeholders. As revealed by the self-assessment, Madison needs to continue growing in the area of Teaching and Assessing for Learning and Using Results for Continuous Improvement. Administration and staff will continue to look for professional development opportunities that address data analysis and implementation. Regarding state audits, Madison was on track at a school-wide level but needed to correct and/or tighten the suspension/expulsion process and the special education program.

In conclusion, Madison ACHIEVEMENT data, as evidenced by scores on state assessments indicate the majority of students are below national benchmark or proficiency status in mathematics, science, social studies, ELA/reading, and writing. District assessments, when combined with state results, indicate the great deficiencies overall are in math, and the most progress lost overall is in reading. The subgroup analyzed based on special education and ethnicity shows a distinct gap in major areas of testing (state and district). Based on district cohort data, students who attend Madison Academy for 3+ years show a slight increase in achievement when compared to students who have been at Madison for less than three years. Madison needs to address all core areas of study and find ways to incorporate them across the curriculum at a school-wide level.

In conclusion, while the general PERCEPTION of Madison Academy is overall positive, several areas can be focused on for improvement, specifically discipline and the level of academic rigor. The leadership team also discussed the limited nature of those surveyed and the need for perception data from additional stakeholders beyond student, staff, and parents. While the parents who took the survey have an overall positive perception of Madison Academy High School, the School Improvement Committee and leadership committee discussed the need for greater participation from parents to achieve a broader collection of data and plan on incorporating the parent survey into the admission process at a key sports event and/or concert once per trimester in order to gain perception data. For the next round of perception data for the 2015-2016 school year, Madison Academy intends to survey additional stakeholders (local businesses, colleges, universities; board members; etc.) as well as revise the nature of the questions asked to better ascertain the perceived value of the school's services' impact on students.

28b. Summary

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

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As evidenced by Madison's most recent achievement data, the lack of parental involvement and discipline issues, combined with the challenges outlined in the demographic data with challenges with behavior and attendance, all negatively impact student achievement in every core area.

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 schoolwide goals and objectives will address the challenges discovered in the comprehensive needs assessment by including goals that incorporate all core subject areas, with objectives that give realistic and specific progress goals for student achievement. Strategies and activities will directly correspond to the goals and objectives to ensure increased success.

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	N/A because we are a 9-12 building.	

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	The following link will connect to the 2013-2014 AER. http://www.madison-academy.org/ma-aer.pdf When the 2014-2015 AER is completed it will be uploaded to Madison Academy's website at: http://www.madison-academy.org/pages/InfoAndDocuments	

Label	Assurance	Response	Comment	Attachment
	Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.	No	N/A because we are a 9-12 building. However, we do monitor and kept teach of high school EDP's.	

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
	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		

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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	Will Kneer - Superintendent 7877 Stead, Ste. 100 Utica, MI 48317 Office: 586-731-5300 Fax: 586-731-5307	

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.	Yes		Parent Involvement Plan

Label	Assurance	Response	Comment	Attachment
	The institution has a School-Parent Compact. If yes, please attach the School-Parent Compact below.	Yes		Parent Compact

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

Title I Schoolwide Diagnostic

Introduction

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

Component 1: Comprehensive Needs Assessment

1. How was the comprehensive needs assessment process conducted?

The comprehensive needs assessment was a process completed by faculty, parents, and students throughout the 2014-2015 school year, providing feedback on the needs of building, curriculum, and school programs at Madison Academy High School (MAHS). Data taken into consideration includes 1) perception surveys taken by faculty, parents, and students, 2) programs and process data, 3) demographic information and trends, and 4) student achievement data. Regarding perception data, parents were encouraged to take the survey during parent-teacher conferences which convened in November 2014 and March 2015. Parents also had the opportunity to provide input at a beginning-of-the-year orientation and/or open house, during parent-teacher conferences, and at IEP meetings and parent/administrator meetings. Faculty took the survey in December 2014, and 75% of students took the survey in February 2015. Regarding the programs and process data, staff broke off into subcommittee groups by content area and took the Interim Self Assessment in January 2015 to assess overall school achievement, which was then reviewed by the leadership committee and discussed with facilitators during quarterly meetings throughout the year. Results from state-requested audits conducted in July 2014, January, February, and March 2015 were also analyzed. Regarding student achievement data, district and state student assessments (Global Scholars, Accuplacer, ACT, MME, MEAP) were analyzed from the past three years when considering the school's goals and successes. Regarding demographic information, student attendance and behavior trends were also analyzed to determine needs in both student achievement and continued professional development.

Data for the comprehensive needs assessment began to be compiled at the beginning of the 2014-2015 school year, along with quarterly facilitator's meetings to discuss further areas of focus. In January 2015, a leadership committee, comprised of administration, a lead teacher, and two teachers who serve as assessment coordinators & data managers, was created and began meeting on a monthly basis to further gather and discuss data for the needs assessment. After acquiring the four data points for the Comprehensive Needs Assessment, administration and key staff members came together to analyze that data, draw conclusions, and revise school-wide goals and objectives. Following that, staff and administration further reviewed the results and discussed ideas for how to address the school's goals and objectives. The MAHS School Improvement Committee, including administrative, multiple staff representatives as well as parent and student representatives, convened during third trimester to further review and share thoughts on the data and results, make recommendations for student areas of academic needs, and discuss any other decisions that should be made based on the comprehensive needs assessment process. The two main points brought up at that discussion was the need for increased parental involvement and student ownership for grades, attendance, and behavior.

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

PERCEPTIONS DATA OVERVIEW

Perception data was gathered through a survey given to parents, staff, and students throughout the 2014-2015 school year. Parents were given the opportunity to take a survey at each round of parent teacher conferences in November 2014 and March 2015. Parents are also invited to provide input at a beginning-of-the-year orientation and open house, during parent-teacher conferences, and at IEP meetings and any parent/administrator meetings. The faculty took the survey in December 2014, and students took the survey in February 2015. The survey revealed faculty, parent, and student perception in regards to the following areas: satisfaction with the learning that takes place at SY 2015-2016

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Madison, level of college-readiness preparation, administration, discipline and safety, communication, adequate information provided, and building facilities. The School Improvement Committee discussed the limited nature of those surveyed and the need for perception data from additional stakeholders. For the next round of perception data for the 2015-2016 school year, Madison Academy intends to survey local employers of Madison students, board members, and community colleges and local universities, as well as revise the nature of the questions asked to better ascertain the level that stakeholder's value the school's services' impact on students. The School Improvement Committee also discussed the need for greater participation from parents to achieve a broader collection of data and plan on incorporating the parent survey into the admission process at a key sports event and/or concert once per trimester in order to gain perception data.

Parent Perception

Parent surveys were conducted during each round of parent-teacher conferences. Approximately 9% of parents participated in the survey opportunity in November 2014, and 11% of parents participated in the survey opportunity in March 2015. According to the parent survey, majority of parents were satisfied or strongly satisfied with the following areas: the learning that takes place at Madison, the preparation their child received for college, administration, discipline, parent-teacher communication, information provided, safety, and building facilities. According to the survey, some parents would like to see increased communication from classroom teachers and more rigorous, college preparatory lessons; 10% of parents were either dissatisfied or strongly dissatisfied with teacher communication, and 11% of parents were either dissatisfied or strongly dissatisfied.

Staff Perception

Staff surveys were conducted in December 2014 and all staff participated. 95% of staff agree or strongly agree that students and staff feel safe at Madison Academy and 100% of staff members either agree or strongly agree that they are satisfied with their job and that feedback from evaluations contribute to the continued development of their success. According to the survey, staff feel the two areas of most needed improvement are discipline and increased parent participation; 55% of the staff believes the discipline program is ineffective, and 15% of teachers feel that parents support the education of their student at Madison.

Student Perception

Student surveys were conducted in February 2015 and 70% of the student population participated. One major area of student concern was discipline; according to the student survey, 60% of students either disagree or strongly disagree that discipline issues are handled effectively at Madison. Another area of student concern is regarding academic rigor: 38% of students are either dissatisfied or highly dissatisfied with the challenge of school work; however, 76% of students are either satisfied or highly satisfied with their progress in school.

Perception CONCLUSION: In conclusion, while the general perception of Madison Academy is overall positive, several areas can be focused on for improvement, specifically discipline and the level of academic rigor. While the parents who took the survey have an overall positive perception of Madison Academy High School, the School Improvement Committee and leadership committee discussed the need for greater participation from parents to achieve a broader collection of data and plan on incorporating the parent survey into the admission process at a key sports event and/or concert once per trimester in order to gain perception data. The staff, though satisfied with their work environment, feels that parents need to be more involved and that the discipline program needs improvements. Students, while overall satisfied with their academic progress, also feel that discipline needs improvement.

The leadership team also discussed the limited nature of those surveyed and the need for perception data from additional stakeholders beyond student, staff, and parents. For the next round of perception data for the 2015-2016 school year, Madison Academy intends to survey additional stakeholders (local businesses, colleges, universities; board members; etc.) as well as revise the nature of the questions asked to better ascertain the perceived value of the school's services' impact on students.

PROGRAMS/PROCESS OVERVIEW:

Data regarding the programs and process for Madison Academy was gathered through an interim self-assessment and current year audits. Staff took the Interim Self Assessment in January 2015 to assess overall school achievement, which was then reviewed by administration and discussed with facilitators during quarterly meetings throughout the year as well as analyzed by the leadership committee. Current audits for the year were also analyzed, with two audits focused on the special education program, and two audits focused on teacher certification and professional development.

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Interim Self Assessment:

Using the Interim Self Assessment, in January 2015, staff broke off into subcommittee groups and assessed where MAHS stands in five different standards, each with multiple supporting indicators. Each indicator is rated on a 1-4 scale that shows what degree Madison is meeting each indicator and standard. In order to properly rate each indicator and standard, administration and staff worked together within committee meetings to provide an accurate list of evidence that demonstrates proof of the school's proficiency for that particular indicator, and then gave a scaled rating for each indicator.

The standards addressed in the Interim Self Assessment and the corresponding building score for each were as follows:

Standard 1: Purpose and Direction - 3.67

Standard 2: Governance and Leadership - 3.5

Standard 3: Teaching and Assessing for Learning - 3.25

Standard 4: Resources and Support Systems - 3.43

Standard 5: Using Results for Continuous Improvement - 3.2

In conclusion, although all the scores were within a point of each other, the strongest standard was in the area of Purpose and Direction with a 3.67, suggesting that administration has given staff members a strong sense of vision and direction for the school. The weakest standards include Teaching and Assessing for Learning and Using Results for Continuous Improvement, prompting the discussion by the leadership committee that more must be done to further educate teachers on how to consistently and accurately incorporate data into classroom instruction. Madison will focus on improving these particular standards in the coming years by seeking out opportunities for Professional Development and further emphasizing the need for data-based instruction through the teacher evaluation process. Teachers will continue to be held accountable for their student's achievement data.

School Audits:

During the 2014-2015 academic year, Madison Academy High School completed several audits over areas including the special education program, teacher certification, and professional development.

Student Audit (Special Ed): An individual student audit was done in response to a complaint filed by an advocate, and Madison was found out of compliance in 4 out of 8 areas on July 31, 2014. All of the areas were corrected and returned to the state. As further requirement, in October 2014, a behavior specialist from the Genesee Intermediate School District (GISD) came in and presented a professional development over "Functional Behavior Assessment and Behavior Intervention Plan." In November 2014, the head of compliance from GISD came in and presented a professional development that covered writing measurable IEP goals.

Teacher M-tap Audit: In February 2015, all certifications were examined to ensure 100% highly qualified status for staff in both subject area and content-specific classes. No corrections were needed.

On-Site Review (Special Ed): On January 6, 2015 Madison was informed of a pending on-site review based on state performance indicator 4B (suspension/expulsion by race/ethnicity). The state and GISD reviewed four IEP files and found two needing corrections. Corrections were made and acknowledged March 11. As part of this correction process Madison was cited on the state reporting site (CIMS) on April 15. As an additional requirement, Madison created a corrective action plan to ensure the suspension/expulsion process was corrected and/or tightened. Administration and key staff members will be meeting over the summer to further revise the handbook and behavior management plan to better address behaviors resulting in suspension/expulsion. The behavior interventionist attended the first in a three-year professional development series over suspension reduction and will be presenting information to the whole school for the 2015-2016 school year.

Professional Development Audit: A staff member was selected at random and administration sent in detailed professional development information for that staff member to the state on March 6, 2015. No corrections were needed.

In conclusion, to address the issues revealed by the two audits that addressed the special education program, all needed changes were made and sent back to the state. Madison is currently creating a correct action plan to ensure suspension/expulsion process is corrected and/or tightened as well as attending required professional development opportunities.

In addition to the interim self-assessment and state audits, Madison has regular accountability meetings with the managing company and charter to provide evidence that the school and all students are making progress towards the academic standards established by the state,

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district, and school improvement plan. In those meetings, the principal shares most recent school data results with all stakeholders at an annual presentation to the Madison Academy management company.

Student Programs/Process Data CONCLUSION: In conclusion, regarding the ways that Madison evaluates its student programs and process, there were multiple assessments and evaluation tools that were analyzed and reviewed, including an interim self assessment, state audits, and regular accountability meetings with key stakeholders. As revealed by the self-assessment, Madison needs to continue growing in the area of Teaching and Assessing for Learning and Using Results for Continuous Improvement. Administration and staff will continue to look for professional development opportunities that address data analysis and implementation. Regarding state audits, Madison was on track at a school-wide level but needed to correct and/or tighten the suspension/expulsion process and the special education program. This conclusion is further supported by the demographic information reviewed below. Regarding regular accountability meetings, Madison continues to receive and follow direction given from the managing company; the company wishes to see a greater focus on reading and behavior intervention, as well as continued student achievement and progress.

DEMOGRAPHICS:

Madison Academy High School's student population has grown to 207 students for current 2014-2015 school year, up 16% from previous year. The high school is made up of 66 ninth-grade students, 60 tenth-grade students, 45 eleventh-grade students, and 36 twelfth-grade students with two or three classrooms in each grade level. The population is classified into the following ethnic categories: 64% Black, 29% Caucasian, 3% Hispanic, and 4% Other. The population is 52% female and 48% male. One student is currently classified as ELL. Regarding student mobility, since the 2014-2015 school year began, 21 students have transferred either in or out of Madison Academy High School. Almost 80% of the students participate in the free/reduced lunch program. The special education population is 18.5%. Classrooms are full inclusion, with special education teachers typically pushing into the classrooms to assist with students who need special education resources. Part-time services, such as the speech and school social worker, are offered several days a week. The Title I program consists of two Title I teachers who provide tier II and tier III intervention support in reading and math. MAHS currently displays a 10% population of McKinney-Vento students, with resources being addressed through the Homeless Liaison, GISD, Training and SIP goals. Students are identified and provided the additional services through Title Ia, 31a, and McKinney-Vento.

Regarding attendance data, as of March 2015 trimester for the current 2014-2015 school year, 72% of 9th graders, 14% of 10th graders, 42% of 11th graders, and 12% of 12th graders had missed 10 or more days of school. Of those students, approximately one quarter were failing at least one class. This is not a new problem, as demonstrated by attendance data for the previous 2013-2014 school year, with 77% of the student population missing 10 or more days of school, and 31% of that group had missing 20 or more days of school.

Regarding discipline, for the current 2014-2015 school year, as May 2015, 48% of all students had had ISS (in-school-suspension), with 23% of that group having 5+ days. 30% of all students had had at least a half-day of SUS (out-of-school-suspension), with 30% of that group having five or more days.

Regarding parent involvement and communication in regards to academics and behavior, 11% of parents attended conferences this year. Based on teacher call logs, teachers regularly make phone calls to parents regarding grades and behavior and are only able to get through to an actual person about 50% of the time.

Demographic CONCLUSION: An analysis of demographic trends concluded that a majority of Madison's student population displays high percentages of attendance and/or behavior issues, lack of parental involvement, and/or belong to an at-risk demographic group (socioeconomic, McKinney-Vento, etc.). Classroom productivity is being negatively influenced by attendance and behavior as demonstrated by the correlation between failing students and low attendance. Various strategies have been put in place throughout the year to begin addressing these areas. A behavior interventionist was hired starting in 2014-2015 to address student behavior and run ISS. Combined with the results of the audit acknowledged in March 2015, the behavior interventionist and administration began attending a PD series over suspension reduction to address this concern. A Madison Academy Success Team comprised of three teacher volunteers began in October 2014, which led to a focus on decreasing student tardies. Funds were raised for wall clocks and a weekly tardy intervention was started in January 2015. Additionally, a daily truancy intervention was devised by the school truancy officer and implemented during second trimester of the 2014-2015 school year, and included monthly visits to court to discuss the importance of attendance with a local judge. In May 2015,

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administration received approval from the school board to review and revise the student handbook over the summer in order to put in proper procedures to address behavior and attendance concerns as demonstrated by the data presented in the comprehensive needs assessment. The School Improvement Committee discussed the need for greater parental involvement and student ownership of grades, behavior, and attendance, and will continue to make improving that a focus point of future meetings.

STUDENT ACHIEVEMENT OVERVIEW:

The following student achievement data was reviewed: 1) state wide ACT Writing Plus trend data and last year's MEAP data and 2) current district wide Accuplacer results and previous Global Scholars cohort results.

For the 2013 Accountability Scorecard, MAHS met required proficiency targets set by the MDE in Reading, Social Studies, Science, and Writing. However, due to a lack of sufficient cohort group data, Madison Academy High School was not included in the Fall 2013 Michigan Top to Bottom List. Madison's main feeder school, the elementary/middle school, ranked a 38 for the Fall 2013 TtB list. The previous year, the high school ranked 8 on the Fall 2012 TtB list.

National & State Standardized Testing Data

The average ACT Writing Plus composite score from the previous three years was a 16.24, with two students achieving national benchmark in all categories the previous two years. The general versus special education composite score had a difference of 3.4 points for the 2012-2013 school year, and 4.88 for the 2013-2014 school year. The Caucasian versus African American and Other population score had an average difference in composite of 2.7 for the past three years, with difference of 3.5 for 2011-2012 school year, 1.3 for the 2012-2013 school, and 2.5 for 2013-2014 school year.

In ENGLISH, between 20 and 27% (with an average of 24.4%) of students achieved at or above national benchmark in the ACT English test portion for the past three years.

In MATH, between 5 and 10% (with an average of 7.2%) of students achieved at or above national benchmark on the ACT Math test portion for the past three years. The average math score for the MME was "not proficient" for the past three years.

In READING, 37.8% of students achieved at or above national benchmark in the ACT reading test portion in 2011-2012, dropping to 6% and 10% the following two years respectively. The average reading score for the MME was "partially proficient" for the past three years.

In SCIENCE, between 16 and 18% of students achieved at or above national benchmark in the ACT science test portion for the past three years. The average science score for the MME was "not proficient" for the past three years.

In SOCIAL STUDIES, the average social studies score for the MME was "partially proficient" for the past three years. The 9th grade MEAP scores comprised of between 45% and 50% of students scoring in both the "partially proficient" and "not proficient" category, with less than 10% of students scoring in "advance proficient" or "proficient."

In WRITING, the average English/Writing combined score has been a 13 for the past two years. The average writing score for the MME was "partially proficient" for the past three years.

Districtwide Testing Data

District wide testing utilized Global Scholars testing for the 2013-2014 school year and Accuplacer testing for the 2014-2015 school year. The 2013-2014 Global Scholars data compared achievement between cohort students (have attended Madison district for three or more years) and non-cohort students. Global Scholars was discontinued by the high school following the 2013-2014 school year as a result of implementing a new testing system called Accuplacer (in an effort to align more closely to college readiness standards demonstrated on the ACT and SAT). As a result, there is no progress data yet available for Accuplacer for the 2014-2015 school year.

Regarding 2013-2014 testing data, in Global Scholars READING, the 9th grade cohort had no discernible difference in achievement, 27% more of the 10th grade cohort achieved grade-level proficiency, 15% less of the 11th grade cohort group achieved spring progress goals, and 13% more of the 12th grade cohort group achieved spring progress goals. In Global Scholars MATH, 18% more of the 9th grade cohort group achieved grade-level proficiency, 41% more of the 10th grade cohort group achieved grade-level proficiency, 15% less of the 11th grade cohort group achieved spring progress goals, and 13% more of the cohort group achieved spring progress goals.

In Accuplacer READING in fall 2014, 53% of 9th graders achieved grade-level benchmark, 25% of 10th graders achieved grade-level benchmark, 18% of 11th graders achieved grade-level benchmark, and 14% of 12th graders achieved grade level benchmark. The general

education population averaged 3 points higher than the special education population. The Caucasian population averaged 2 points higher than the population categorized as African American, Hispanic, and Other. Scores subgrouped by lunch status, cohort, and gender averaged a difference of less than 1 point.

In Accuplacer MATH in fall 2014, 27% of 9th graders achieved grade level benchmark, 12% of 10th graders achieved grade level benchmark, 4% of 11th graders achieved grade level benchmark, and 3% of 12th graders achieved grade level benchmark.

The general education population averaged 1.6 points higher than the special education population. The Caucasian population averaged 1 point higher than the population categorized as African American, Hispanic, and Other. Scores subgrouped by lunch status, cohort, and gender averaged a difference of less than one point.

Student Achievement Data CONCLUSIONS: In conclusion, MAHS scores on state assessments indicate the majority of students are below national benchmark or proficiency status in mathematics, science, social studies, ELA/reading, and writing. District assessments, when combined with state results, indicate the great deficiencies overall are in math, and the most progress lost overall is in reading. The subgroup analyzed based on special education and ethnicity shows a distinct gap in major areas of testing (state and district). Based on district cohort data, students who attend Madison Academy for 3+ years show a slight increase in achievement when compared to students who have been at Madison for less than three years. Madison needs to address all core areas of study and find ways to incorporate them across the curriculum at a school-wide level. The school objectives will focus on targeted areas for intensive intervention. Progress monitoring will be used to evaluate and adjust instruction to ensure effectiveness. Data generated will provide additional instruction needed and also support professional learning community sessions to deliver quality core instruction in classroom settings.

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

Madison Academy High School's school goals and objectives are directly tied with the results from the Comprehensive Needs Assessment, while maintaining the goals outlined in the current SIP. Analysis of results from state and district assessment revealed current gaps in all major testing areas: Math, Reading/ELA, Writing, Science, and Social Studies. Analysis of perception data confirmed that academic achievement rigor is a concern. Analysis of demographic trends revealed that classroom productivity is being negatively influenced by attendance and behavior, thus resulting in specific goals and objectives to address it.

School-wide GOALS:

- 1 - All students will increase proficiency in Math.
- 2 - Students will demonstrate an increase in Reading/ELA scores.
- 3 - All students will increase proficiency in Writing.
- 4 - All students will show increased classroom productivity.

School-Wide OBJECTIVES

Note: When considering objectives, MDE's proficiency targets were taken into account to determine specific percentages, in an effort to maintain comparable, realistic goals.

Goal 1 Objectives

Objective 1a: 10% increase in a) achieving benchmark on Accuplacer math, b) achieving proficiency rating or higher on the math portion of Michigan standardized assessment, and c) achieving benchmark on math portion of national standardized assessment.

Objective 1b: .5 point increase in score on Accuplacer math test for every six weeks in Tier 2 intervention (at-risk students).

Objective 1c: 10% increase in achieving proficiency rating or higher in Science on the Michigan standardized assessment.

Goal 2 Objectives

Objective 2a: 5% increase in a) achieving benchmark on Accuplacer reading, b) achieving proficiency rating or higher on ELA portion of Michigan standardized assessment, and c) achieving benchmark on reading portion of national standardized assessment.

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Objective 2b: .5 point increase in score on Accuplacer math test for every six weeks in Tier 2 intervention (at-risk students).

Objective 2c: 5% increase in achieving proficiency rating or higher in Social Studies on Michigan standardized assessment.

Goal 3 Objectives

Objective 3: 5% increase in proficiency writing as measured on a) Michigan standardized assessment and b) national standardized assessment.

Goal 4 Objectives

Objective 4a: 20% decrease in academic barriers in math (student engagement, discipline, and district assessment scores).

Objective 4b: 20% increase in students absent less than 10 days.

Objective 4c: Decrease achievement gap between ethnic groups.

Objective 4d: Decrease achievement gap between special education and general education populations.

Objective 4e: Increase parental involvement as measured by increased participation on parent survey, volunteering, and attendance at school events (sports, music, etc.).

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

The school-wide goals address and include the needs of all students as demonstrated by the results and conclusions of the Comprehensive Needs Assessment. The goals focus on the main areas of math, ELA/reading, writing, and classroom productivity. Science and social studies needs are addressed through objectives included under math and reading respectively. The classroom productivity goal and objectives address needs concluded from demographic trends and the gap between subgroups.

Regarding disadvantaged students, students who are quantified as at-risk based on their scores and display the greatest deficiencies in target areas are placed in tier two intervention and given additional achievement objectives within intervention based on progress goals (see 1b and 2b objectives) rather than large proficiency jumps. Additionally, goal 4 objectives (classroom productivity) focus on whole-school targets that tend to contain students who frequently fall into the disadvantaged category (attendance concerns, achievement gaps, classroom productivity deficiencies).

Component 2: Schoolwide Reform Strategies

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

Strategies in the schoolwide plan focus on addressing the academic deficits identified by the data in the Comprehensive Needs Assessment and are organized to directly meet state standards. The strategies described below focus on helping all students achieve proficiency in the State's standards in all core courses: English (including reading and writing), math, science, and social studies. The schoolwide reform strategies provide opportunities for all children at Madison Academy High School (MAHS) to meet or exceed Michigan's and local assessments proficiency standards and demonstrate an advanced level of performance.

MAHS incorporates several strategies within its continued professional development to promote staff being competent in helping students meet state standards. Professional Learning Communities (PLC) continue to be developed by monthly meetings where MAHS teachers and staff discuss whole-group as well as break into content-specific groups and focus on 1) ensuring students are learning, 2) building a culture of professional collaboration for school improvement and to remove barriers to success, and 3) obtaining results. Professional development opportunities related to schoolwide literacy initiatives will be sought out by administration for the reading Title 1 staff and ELA teachers to participate in. Data analysis will continue to be improved and implemented during PLC meetings, 03's (individual teacher meetings with administration), staff meetings, School Improvement Meetings, and common planning to ensure recent achievement data informs instructional decisions. MAHS's management company also enforces "Teach Like a Champion" (TLaC), a classroom management philosophy to get all students on the same page regarding structure and climate. TLaC also refers to thinking strategies to help teachers differentiate instruction and hold all students accountable. Common planning by Title 1 staff will also be implemented to provide time and opportunity to examine student needs and how to increase, assume collaborative responsibility for student learning and achievement. MAHS incorporates several strategies with schoolwide teaching practices that promote student acquisition of proficiency of state standards. Average class sizes consist of a 25-1 student-teacher ratio, allowing for more individualized instruction, and MAHS implements an extended school day and school year. Schoolwide implementation of universal Do Now's (refer to 5-minute class starting activity) cover content assessed on the state and national standardized assessments as well as vocabulary. For 2015-2015 there will also be a schoolwide vocabulary program where students learn essential Greek and Latin roots and focus on incorporating them into the curriculum. MAHS supports differentiated instruction through a Multi-Tiered System of Supports (MTSS) will continue to be practiced and improved by general teachers, Title 1 staff, and support staff. The general education teachers provide differentiated classroom instruction to all students within their classroom. General examples of this type of differentiation found throughout Madison Academy's classrooms are as follows: options for choosing what assignment the student would prefer to complete off of an approved list, varying difficulty of assignments, guided notes and reading, reading in different formats (silent, in pairs, whole-group, audio version playing while students read), additional learning opportunities for advanced learners, use of graphic organizers, information presented in different formats to reach all learning styles, small-group and large-group instruction, flexible grouping, and assessments given in different formats (written, oral, multiple choice, multimedia presentations). Teachers also offer tutoring before and after school and during lunch in every content area. Coteaching will continue to be incorporated into classrooms that contain special education students. Comprehensive and Common Assessments (district-required 30-day assessments in ELA and math) are administered monthly and teachers are held responsible analyzing classroom data and reteaching the three lowest-scoring standard. Cross-curricular support will be implemented by the incorporation of relevant science and social studies content by math and ELA teachers.

MAHS incorporates several strategies within its intervention program. Intervention consists of 30-minute blocks within elective classrooms. Student work on deficiencies in math or reading as determined by achievement on districtwide Accuplacer results. For the 2015-2016 school year, the math and reading interventionist will be working with the bottom 30% in both math and reading by having their own elective hour. Interventionists also implement MyFoundationsLab (MFL), a technology-based, adaptive computer program linked to Accuplacer results, in small group and individual instruction to address individualized students needs in math and reading. MTSS also services minority students SY 2015-2016

who are identified as at-risk academically (including Title 1 services through the math and reading interventionist).

MAHS will be incorporating several strategies to encourage improved attendance and behavior, to reduce challenges to classroom productivity, and ultimately, successful mastery of state standards. MAHS will participate in increased professional development, such as a countywide, three-year behavior program with Intermediate School District where MAHS will receive training from ISD on a districtwide universal discipline system, as well as implement a character development program with students in ISS by the behavior interventionist. The administration and leadership committee will complete a handbook revision over summer involving changes to attendance and discipline policies. Madison hopes to improve the accessibility of school events for all parents (examples: sending out bus to pick up parents, meetings in a central location instead of the school, requesting additional parental involvement at school events, etc.) to increase parental involvement.

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

Using strategies outlined in the schoolwide plan, the quality and quantity of instruction will be improved and increased in the following ways: The QUANTITY of instruction is increased through the extended school day and school year giving students more opportunities to master standards in all core content areas. The extended school year also makes the summer slide in scores less drastic. Universal Do Now's (refer to 5-minute class starting activity) covering core content assessed on the state and national standardized assessments increase the amount of instruction of core content relevant to assessments. Title 1 teaching staff/at-risk services improve and increase the quality and quantity by the reduction of management problems, the small student-teacher ratio, and the individualized nature of the intervention, ultimately allowing for accelerated achievement. The utilization of MyFoundationsLab by the math and reading interventionist maximizes quality and quantity of individual learning so student only learns what he or she is deficient in, rather than going over things he or she already, allowing for accelerated achievement. Tutoring before and after school and during lunch in any content area will increase the amount of individualized instruction a student can receive. Teachers are also able to require students to attend lunch tutoring based on performance in class. The administrative and leadership committee revision over the summer to the handbook involving changes to attendance and discipline policies will hopefully improve student attendance, resulting in an increase in the amount of instruction students receive. Weekly truancy and tardy interventions focusing on students who demonstrate a high amount of absences and/or tardies as determined by regular data analysis will improve student attendance and time in the classroom, resulting in an increase in the amount of instruction students receive.

The QUALITY of instruction is improved through research-based strategies and methods from "Teach Like a Champion" like universal do now's and classroom. The Title 1 team of interventionists uses MyFoundationsLab to improve the quality of math and reading instruction through qualitative results so a student only learns what he or she is deficient in, rather than going over things he or she already knows, allowing for accelerated achievement. Title 1 teaching staff/at-risk services, through a combination of technology integration and small-group strategies, improve and increase the quality and quantity by the reduction of management problems, the small student-teacher ratio, and the individualized nature of the intervention, ultimately allowing for accelerated achievement. Math and ELA teachers incorporating science and social studies content respectively into curriculum will increase the quality of instruction by demonstrating cross-curricular importance of various science and social studies standards. Participating in a countywide, three-year behavior program with Intermediate School District where MAHS will receive training from ISD resulting in districtwide universal discipline system will improve the quality of instruction by decreasing the amount of behavior issues that detract from the learning environment. Implementing a character development program with students in ISS by the behavior interventionist will improve the quality of instruction by decreasing the amount of behavior issues that detract from the learning environment. Increasing the accessibility of school events for all parents (examples: sending out bus to pick up parents, meetings in a central location instead of the school, requesting additional parental involvement at school events, etc.) will improve the quality of instruction students receive because the parents will give increased support to student academics. Incorporating coteaching in the inclusion classroom by both a content teacher and a special education teacher will improve the instruction received as special education

students will have access to material at the level they need (both small group and one-on-one). Servicing minority students who are identified as at-risk through MTSS at all levels of tier intervention will improve the quality of instruction received through reduced class size and focused intervention and instruction. Specific professional development learning opportunities as well as continued growth in PLCs will improve the quality of instruction as staff are given more opportunities to grow and improve at MAHS.

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

All of the researched based strategies align directly with the results of the Comprehensive Needs Assessment. The CNA cited needs in the area of all major areas of academics (math, reading, science, social studies, writing) as well as needs in the area of overall classroom productivity (academic advancement, attendance, behavior/discipline, parental involvement, special education, minorities).

The needs assessment revealed math as a target area. Title 1 teaching staff and MTSS implementation, MyFoundationsLab within intervention ("Math: Efficacy Report," White Paper by Pearson, 2014), universal Do Nows, reteaching lowest scoring standards on recent assessments ("The Art of Teaching: Reviving Teaching, Marzano, 2010), and offering tutoring ("Evidence that Tutoring Works," DOE, 2001) are all strategies outlined in the schoolwide plan to address this area.

The needs assessment revealed English/reading as a target area. Title 1 teaching staff and MTSS implementation, MyFoundations Lab within intervention, universal do nows, reteaching, schoolwide implementation of a vocabulary program ("Creating a Schoolwide Vocabulary Initiative in an Urban School," Fisher, 2007), and offering tutoring are all strategies outlined in the schoolwide plan to address this area.

The needs assessment revealed writing as a target area. Title 1 teaching staff and MTSS implementation and offering tutoring are strategies outlined in the schoolwide plan to address this area.

The needs assessment revealed social studies as a target area. Title 1 teaching staff/at-risk services provided by a reading interventionist that incorporates social studies content to address student's needs at an individual level and through a combination of technology integration and small-group strategies, reteaching lowest three standards of most recent district assessments, ELA teachers incorporating social studies content into ELA curriculum ("Deeper Learning: Why Cross Curricular Learning is Essential," Johnson, 2013, updated 2014), and offering tutoring are all strategies outlined in the schoolwide plan to address this area.

The needs assessment revealed science as a target area. Title 1 teaching staff/at-risk services provided by a math interventionist that incorporates science content to address student's needs at an individual level and through a combination of technology integration and small-group strategies, reteaching lowest three standards of most recent district assessments, math teachers incorporating science content into math curriculum, and offering tutoring are all strategies outlined in the schoolwide plan to address this area.

The needs assessment revealed issues with classroom productivity. MAHS will be addressing attendance challenges by completing a handbook revision by administrative and leadership committee over summer involving changes to attendance and discipline policies. MAHS will be addressing behavior and discipline (in addition to handbook revision) by conducting weekly truancy and tardy interventions focusing on students who demonstrate a high amount of absences and/or tardies as determined by regular data analysis, participating in a countywide, three-year behavior program with Intermediate School District where MAHS will receive training from ISD resulting in districtwide universal discipline system, and implementing a character development program with students in ISS by the behavior interventionist. MAHS will be addressing parental involvement ("Parental Involvement Improves Student Achievement," Henderson, 1987) by attempting to increase the accessibility of school events for all parents (examples: sending out bus to pick up parents, meetings in a central location instead of the school, requesting additional parental involvement at school events, etc.). MAHS will be addressing identified gaps between special education and general education by continuing to incorporate coteaching into inclusion classroom with special education students as well as ensure that accommodations are being followed with fidelity. MAHS will be addressing identified gaps within minority groups by servicing minority students who are identified as at-risk through MTSS at all levels of tier intervention (including Title 1 services through the math and reading interventionist).

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

Madison Academy High School is a targeted Title 1 school receiving additional funds to support student achievement to help meet the diverse needs of students who do not meet or exceed state standards. MAHS coordinates and integrates various programs and services, recognizing the urgency in responding to students who are struggling. As students' progress is monitored on an ongoing basis, instructional staff is able to adjust programs and strategies as needed. MAHS plans, including additional and timely assistance that is focused and targeted to empower students to meet local and state standards. The strategies outlined in the schoolwide plan that provide a level of intervention for students who need the most instructional support include: Multi-Tiered System of Supports (MTSS) with tier 2 and 3 intervention within the core content areas with a focus on Math and ELA/reading by interventionists, technology integration in the form on MyFoundationsLab in math intervention, content-specific tutoring offered by all teachers, incorporation of special education teachers with the coteaching model, increased intervention with students who demonstrate attendance and behavior issues.

Using MTSS framework, all teachers provide some level of tier 1 interventions to any students who need it. Teachers use ACT-type questions at the start of every lesson as a Do Now prompt (similar to a bell ringer). These Do Now questions are focused on lower-scoring standards. Tier 2 interventions are given in the form of a math and reading interventionist. For reading, tier 2 intervention groups are composed of students who score in the bottom 30% as well as students that fall below the benchmark score on the districtwide Accuplacer assessment. Tier 2 intervention with reading intervention meets daily for 35 minutes and focus on individualizing student instruction based on needs revealed on Accuplacer test. Tutoring is also available at lunch and after school with content specific teachers as well as interventionist for all students, especially students who require additional support. For math, tier 2 intervention groups are composed of students who score the bottom 30% as well as students that fall within .6 of the benchmark score on the Accuplacer test. Tier 2 intervention with math intervention meets daily for 35 minutes and uses MyFoundationLab in partnership with students' Accuplacer results to increase math comprehension and skills at an individualized level.

MyFoundationsLab is a technology-based, adaptive computer program that takes individual student's results on the Accuplacer testing and creates a personalized learning plan for that student. MyFoundationsLab is used with students who demonstrate a great need for individualized instruction and intervention.

Tutoring is also available at lunch and after school with content specific teachers as well as interventionist for all students, especially students who require additional support.

Students who are identified as needing intervention in the area of attendance are identified for weekly truancy and tardy interventions as determined by regular data analysis. The school will also be participating in a countywide, three-year behavior program with Intermediate School District where MAHS will receive training from ISD resulting in districtwide universal discipline system. The behavior interventionist will also be implementing a character development program for students who receive In-School-Suspensions.

The MAHS staff collaborates to ensure that students that need extra support are targeted for any of the following interventions: to participate in MTSS tier 2 and 3 interventions, tutorial programs before, during, and after school, credit recovery classes, social work services, and behavior and attendance interventions. Teachers will use most recent achievement data to determine if the needs of all students are being met.

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

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Student progress is monitored through biannual Accuplacer assessment in math and reading. These district assessments are taken in the fall and spring to monitor progress growth of students. Students' Accuplacer scores are then analyzed, along with teacher input, to set up Tier 2 interventions (MTSS). Once selected for intensive intervention, students are continuously monitored through My Foundations Lab and in-class assessments. When the students have reached their personal goals they may be exited from intervention.

30-day district assessment data covering all core content areas is monitored on a monthly basis by individual teachers and content-grouped PLC committees. The 3 lowest scoring objectives are re-taught and re-assessed in the classroom. Specials teachers also gather data to provide additional support within their classrooms to increase student scores by incorporating core subjects into their curriculum. The specials teachers often focus on improving vocabulary, sentence structure, and interpreting information.

Analyzing previous national standardized achievement data (formerly ACT Explore and Plan) also help identify struggling students and determine if students' needs are being met.

If identified for intervention in congruency with attendance and behavior issues, additional demographic data is pulled for students to monitor correlation between improved attendance and/or behavior on achievement data.

Component 3: Instruction by Highly Qualified Staff

Label	Assurance	Response	Comment	Attachment
	<p>1. Do all of the instructional paraprofessionals meet the NCLB requirements for highly qualified? Provide an assurance statement. If no, what is the number that is not highly qualified and what is being done to address this? NOTE: A schoolwide program must have all highly qualified instructional staff.</p>	Yes	Madison Academy has assured that all of the teaching staff is considered highly qualified according to the NCLB requirements. A copy of the Official Michigan "Highly Qualified Teacher Report" is on file in the main office and at the superintendent's office.	Assurance Statement

Label	Assurance	Response	Comment	Attachment
	<p>2. Do all of the teachers meet the NCLB requirements for highly qualified? Provide an assurance statement. If no, what is the number that is not highly qualified and what is being done to address this? NOTE: A schoolwide program must have all highly qualified instructional staff.</p>	Yes	Madison Academy has assured that all of the teaching staff is considered highly qualified according to the NCLB requirements. A copy of the Official Michigan "Highly Qualified Teacher Report" is on file in the main office and at the superintendent's office.	Assurance Statement

Component 4: Strategies to Attract Highly Qualified Teachers

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

We have a high turnover rate due to lower salaries than some schools. However, some of our teachers with only 1 year experience is due to additional positions, not replacing staff members.

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

We have 18 certified staff members at the high school.

0yrs - 2

1yr - 4

2yrs - 1

3-4yrs - 3

5-9yrs - 6

10-14yrs - 0

15-19yrs - 1

20 or more - 1

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

Madison Academy High School prides itself on being a small, safe, family-like atmosphere. The following attribute to Madison hiring and keeping their high quality teachers: Benefits, Location, Supportive Staff, Supportive Administration and opportunity for advancement. Staff at Madison Academy have a strong sense of collegiality, are willing and eager to share information and strategies with each other, they participate in strong PLC's, and are offered the opportunity to learn from each other through common planning, a mentor/mentee program, and observing each other teaching styles.

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

Madison Academy's management company, The Romine Group works actively to provide the following in order to hire and maintain high quality teachers: Stipends for extra services, 401K matching, Benefits, No Pink Slips/Minimal Lay-offs and Staff Incentives such as awards and recognition.

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

In order to lower turnover rates, Madison Academy offers stipends for additional services such as working on committees, or sports teams. Madison also offers a mentor/mentee program and new teacher professional development to improve retention of teaching staff.

Component 5: High Quality and Ongoing Professional Development

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

Madison Academy High School holds monthly committee meetings are a part of our professional development process. Staff members examine data in depth to determine ongoing needs of the school and students. This time allows teachers and staff members to collaborate and create solutions to problems that arise when examining the data. From these meetings we have created tardy intervention plans, strategies to improve student achievement, school wide procedures to reteach and reassess the lowest achieving standards, and the necessary use of data to drive Do Now questions and teaching. Do Now questions are used in each classroom on a daily basis. They are a quick (5 minute) thought provoking or introductory question to start the lesson.

03 meetings occur on a monthly basis between an administrator and individual staff members to go over 30-day Assessments and how staff is addressing current student needs in their classroom. At this time additional professional development opportunities may be sought out to address individual teacher or classroom needs.

Relating to underprivileged students:

Madison Academy staff participated in a book study of "Understanding Poverty." This helped the staff identify resources and supports available to the students and ways to compensate for lacking support systems. This book study took place at monthly staff meetings (Sept-May 2014-2015) with reading assignments and presentation assignments to be completed and presented by staff. Staff will then evaluate the effectiveness of this book study at its completion. During the 2015-2016 school year Madison Academy staff will complete another book study on "Under Resourced Learners," which is the second book in the series that accompanies "Understanding Poverty." Staff members will also take an effectiveness survey at the completion of this book study in June, 2016.

Improving school and classroom at Madison Academy:

The principal at Madison Academy attended PD's focused on maximizing investments in students, culture and accountability, marking a school, and a team approach to accountability. This information will be shared with staff members during 2015-2016 staff meetings.

SIP Goal - Students will demonstrate an increase in Reading/ELA scores:

Madison Academy Administration will provide PD on the use of vocabulary and literacy in the classroom. This will help our students gain vocabulary skills and learn how use those skills in every classroom when reading a textbook, assessment, or any type of reading material.

SIP Goal - All students will increase proficiency in Math:

Madison Academy Administration will provide PD on cross-curricular teaching. This PD will show teachers how to incorporate all subject areas into their classroom and show connections between subjects. We expect to see increased math and science scores if those concepts are being taught in each classroom, including specials classrooms.

The science teacher leader will attend a 4 part PD held at the Genesee Intermediate School District. He will then share that information with the other science teaching staff.

SIP Goal- All students will show increased classroom productivity:

During the 2014-2015 school year Madison Academy's Behavioral Interventionist attended a suspension reduction challenge series of PDs at SY 2015-2016

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the Genesee Intermediate School District. During the 2015-2016 school year he will share this information with the staff at monthly staff meetings in an effort to reduce behavior issues throughout the building. As Madison Academy experiences a reduction in behavioral incidents, the students will experience an atmosphere more conducive to learning. During the 2015-2016 school year our behavioral interventionist will attend a 3 part PD series focused on positive behavior intervention support (PBIS). He will then bring that information and present it to our staff during staff meetings to be incorporated within each classroom.

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

Professional development will be scheduled to train staff on newly found comprehensive needs. New staff will be trained on "Teach Like a Champion" strategies already incorporated at Madison Academy and returning staff will be refreshed on the proper way to use these strategies.

The Professional Development is considered sustained and ongoing due to the fact that staff members work on book studies that are spread throughout the entire school year. Team members meet throughout the month to discuss certain chapters or aspects within the book that are then discussed as a whole staff at monthly staff meetings. This will increase our teachers' knowledge on working with at-risk students and the effects of poverty on education.

We also conduct monthly committee meetings in which data and teaching strategies are discussed and improvised. This allows collaboration between teachers in the same discipline and across disciplines.

Selected staff members attend ongoing professional development held at the Genesee Intermediate School District (GISD). This is considered ongoing because they meet 3-4 times throughout the year based on increasing achievement in their teaching discipline then they bring that information back to the staff during regular staff meetings.

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

Component 6: Strategies to Increase Parental Involvement

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

Organizational goals are based on the comprehensive needs assessments with the parent involvement survey. MHSA embraces parents and encourages their involvement and partnership. Parents are invited to participate in the Title I School wide Planning process. MAHS administrators continuously share the Title I SW process and information with various Parent and community groups at bi-monthly meetings to ensure their opportunity to provide input to the planning process. MHSA will increase parent involvement through expanding tutoring and mentoring programs and organized activities that are aligned with parent-teacher conferences and student regular progress reporting.

MHSA will have a greater presence of parents attending activities in classroom and Schoolwide activities and increased membership in parent groups. (PTO, Title I Parent)

MHSA continuously recruit parents to assist to meet the students' needs that strengthen and school connection. Programs such as; awards assemblies and SOAR assemblies.

MHSA parent groups meet quarterly to discuss school needs, concerns and successes. The staff also use these parent meetings to present to parents ways that can support that child at home and parent have the opportunity to brainstorm with staff and have input. The MHSA staff and parent partnerships ensure that parents are an integral part of the education process.

A Title I night will be held to discuss what Title I is, why we have it, and what we do with such funds.

There is also a suggestion box located in the front office for parents to submit concerns, ideas, and suggestions anonymously.

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

Parents are key players in receiving information and providing feedback via surveys and other forms of contact with the school. The PTO and the Title I Parent representative will be involved with implementation of the various goals put forth in the plan. Parents will be invited to a Title I Night sponsored event where students come with families to learn about the school operations and resources available to families. Madison Academy employs a social worker as another resource to parents looking for information about community resources.

Madison Academy administration also prides themselves on having an open-door policy in which they are always accessible to parents to address any concerns, improvements, or suggestions they may have.

Parental communication is encouraged through phone calls, classroom visits, parent-teacher conferences, and attending school assemblies and activities. Administration and staff are also in close contact with parents regarding attendance and holds regular meetings to encourage proper attendance of students. Parents are also encouraged to meet with staff and administration if their child displays behavioral issues. To encourage increased academic gains, parents are informed of and encouraged to participate in tutoring opportunities and award assemblies. Parents are also invited to attend bi-monthly SIP meetings and encouraged to volunteer their services during school functions such as proctoring the ACT testing.

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

Parents will be surveyed at least twice annually to evaluate the schoolwide plan which addresses their needs. Parent-teacher conferences, held two times per year, give parents an opportunity to offer input to teachers about school policies and procedures. This parent input will help the school improvement team evaluate and revise the plan as needed. Parents are invited to attend bi-monthly school improvement meetings and offer input. Administration also has an open door policy and allows parents to come in and share thoughts, ideas, concerns, and suggestions at the parent's convenience. The parents will also have the opportunity to participate in the Title I grant evaluation through surveys and questions during the school year of the effective impact of program and services .

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

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

1118 (e) Building Capacity for Involvement--Describe HOW each of these is taking place:

Shall provide assistance to parents served by the school in understanding the State's academic content standards, the State and Local assessments, and how to monitor their child's progress 1118 (e) (1)

School staff annually shares the State's content expectations with parents, the state's annual assessment (MEAP) with parents, and how to monitor their child's progress.

- Madison's staff assists parents in the understanding of the State's content standards and assessments, and the school's local assessments with web links to Michigan Department of Education and parent/teacher conferences to discuss student achievement results.
- Parents will have access to Parent Portal (Madison's online progress report and grading system), so they can monitor student progress.
- Parents will also be made aware of upcoming test dates and assignment due dates and have access to teaching staff through email, phone calls and face-to- face conferences.
- Staff will work with parents to improve the child's achievement.
- The Madison Academy staff presents student academic assessment results to parents and students at parent-teacher conferences and at monthly Board Meetings.

Shall provide materials and training to help parents work with their children at home to improve their children's achievement 1118 (e) (2)

Staff will provide parents with appropriate materials and offer training in our school to enable them to support their child's academic progress.

These include:

- Parents will be provided with materials to aid in the achievement of learning objectives that are student assessed needs.
- Parents will be provided with training and teacher tips for working with their child.
- Madison will host parent activities targeted toward parental involvement in their child's education.

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Shall educate staff in the value and utility of parents' contributions. Staff shall receive guidance in ways to reach out to parents, to communicate with parents, to coordinate and implement parent involvement programs, and to build relationships between the parents and the school 1118 (e) (3)

Madison Academy's staff will build relationships by:

- On-going professional development for staff on effective ways to increase parent involvement occurs annually.
- The staff of Madison will attend professional development to be trained in how to build effective parent involvement in the school.
- The staff will be required to attend parent involvement activities.
- Madison will coordinate with the Parent Teacher Organization (PTO) and the community to provide programs and activities for parental involvement.
- The staff will accept parental contributions as valuable information to strength the ties between the parents and the school.

Shall coordinate and integrate parent involvement programs and activities with other programs that encourage and support parents in more fully participating in the education of their children 1118 (e) (4)

Coordination with other programs for parent involvement includes:

- Madison organizes a PTO (Parent-Teacher Organization) in which staff and parents meet to discuss the success of students.
- Madison will create an Athletic Boosters Club to involve parents in the ongoing sports programs offered at Madison.

Shall ensure information is shared with parents in a language and format they can understand 1118 (e) (5)

Madison Academy:

- Madison Academy will ensure that all communication and information given to parents will be presented in a language they can understand for any parents requesting information provided in a language other than English.

Shall provide other reasonable support for parental involvement activities as parents may request 1118 (e) (14)

Parents are provided with other reasonable support such as:

- Madison Academy staff will provide any reasonable support for parental involvement activities that parent's request.
- Transportation
- Child Care
- Convenient time and location

Shall provide full opportunities for participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children 1118 (f)

Staff provide opportunities for full parent participation:

- Madison Academy will provide full opportunities for participation of parents with Limited English Proficiency or with disabilities and for parents of migratory children.
- Information will be provided in a language that such parents understand, including school reports and curriculum information.
- Madison Academy expects to evaluate parental involvement through parent interest and needs surveys annually. Madison Academy will use the results from parent surveys to promote workshops relevant to parental needs and strengthen communication between parents and the school.

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

Our Parent Involvement Plan and data collected regarding parent involvement including parent surveys, staff feedback, parent meetings,

open house attendance, and Title I parent meetings will be reviewed and evaluated annually at three different meetings: -Annual Open House Meeting - with all parents -Staff Meeting - with staff members -PTO Meeting - with parent leaders, interested parents, and community members

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

Revisions to our Parent Involvement Policy and our schoolwide program will be made based on the results of the data collected and input from all stakeholders including parents and staff. From this evaluation Madison Academy will look into creating new opportunities for parental involvement. Parental involvement options will be discussed at staff meetings, and SIP meetings in an effort to reach different stakeholders and involve parents. The schoolwide program will be evaluated each Spring in order to implement necessary changes for the following school year.

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

The school-parent compact was developed collaboratively by parents, staff, and school board members. The goal was to make a list of the responsibilities of the teacher, the parents, and the student in insuring each child's success at Madison Academy. Those goals were used to develop the School Parent Compact which is reviewed annually and sent home at the beginning of each school year.

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

N/A

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

Madison Academy High School's School-Parent compact is shared with parents face-to-face at the annual open house held at the beginning of the school year. This open house allows parents to meet teachers, get an understanding of the classes their children will be taking, turn in any forms they are lacking, and gather information provided by Madison Academy. Parents are then given a copy of the student handbook, parent involvement plan, and school-parent compact. Madison Academy staff also sends home a copy of the school-parent compact in order to be signed and returned if it is not done so at the open house. Parents can also access the school-parent compact through the school's office or on the school website at any time during the school year.

MHSA plans to increase parental involvement in high school includes keeping the middle school parents informed and involved by:

- Sponsoring parent meetings with middle school and high school parents
- Inviting middle school parents to special events and annual open house
- Recommending parents and community to participate on MAHS school improvement team

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Label	Assurance	Response	Comment	Attachment
	The School's School-Parent Compact is attached.	Yes		Parent Compact

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

Madison academy staff ensured that all information provided to parents is in a user-friendly manner in which parent-friendly language is being used. Information will be provided in a language that parents can understand.

Madison Academy High School staff also uses common grading procedures to ensure ease of information being presented to parents.

MAHS provides ongoing assessment of student achievement results to parents through progress and/or report cards issued every 6 weeks. Progress reports are mailed home to the parents. Teachers share assessment data result at conference and parent meetings every 12 weeks. State assessment data, such as ACT, is mailed home as well. MAHS teachers and staff use all methods of communication available to get assessment results to parents including email, phone calls, and letters home in mail. Teachers attempt to make themselves available parents in the early mornings, afterschool sessions, at lunch and on their planning. Parents also have access to their child progress and attendance through our electronic data system, Power School.

Component 7: Preschool Transition Strategies

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

N/A

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

N/A

Component 8: Teacher Participation in Making Assessment Decisions

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

Our management company (The Romine Group-TRG) has developed a District Improvement Team, consisting of administrators from each school building, which pulls the core lead teachers for each school building to create and implement the practice of being "common". This includes: common lesson plans, common assessments, common curriculum maps, and pacing guides. TRG and each school hold numerous teacher PD's throughout the summer and school year to ensure all educators know how to navigate the common curriculum. The District Improvement Team and school administration provide teacher feedback to TRG as to what is running efficiently and what issues need additional improvement. For example, the ease of use of pacing guides, curriculum, lesson plan website, appropriateness of pacing guide timelines, etc. The District Improvement Team also offers concerns and suggestions that the teachers have offered.

At the school level, the staff meets bi-weekly to gather feedback on curriculum, assessments, data, etc. We decided to shift from Global Scholars to Accuplacer due to research that proved Accuplacer is more aligned to the ACT test which is a better indicator towards college readiness. Teachers in all subject areas use data from Data Director, Global Scholars, and Accuplacer to drive instruction in their classroom. These programs are designed to assess college readiness of the students.

More specifically to core content areas, see below:

Science and Social Studies have the ability to create their own assessments using Data Director. ELA and Math use management created assessments using Data Director. Data Director is a management mandated assessment program.

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

Teachers are involved in the student achievement data analysis by actively participating in staff data meetings, professional learning communities, SIP meetings and by employing instructional strategies that address objectives not being met (i.e.- objective questions as Do Now's in every class).

Madison Academy staff meets bi-monthly and discusses data collected throughout the month. Due to these meetings the teachers have decided that improvements in data is necessary. As a conclusion of staff discussions during data meetings, the staff has decided as a whole to use ACT type questions as Do Now's (Bell ringer activities) on a daily basis. Teachers will place a question or two on the board daily to help teach and reinforce ACT information and vocabulary. Teachers also identify the three lowest scoring standards on the 30 Day assessments to reteach and reassess. Special's teachers are also on board with the improvement of academic achievement and follow the same Do Now procedures (using low scoring objectives from 30 Day assessments or ACT). They use this data to drive their instruction and increase instructional time.

Administration and lead teachers from the high school and middle school meet periodically (at least twice per school year) to discuss end of year 8th grade data and incoming 9th grade data from MEAP, Global Scholars, and Accuplacer. This allows communication regarding skills that the eighth graders should have when entering ninth grade, what skills they currently are possessing, and where they are lacking. This

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line of communication gives the teachers at both levels (high school and middle school) information needed to improve the academic achievement of all students.

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

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

Madison Academy High School (MAHS) students who are experiencing difficulty mastering the State's academic achievement assessment standards in math, English/reading, science, social studies, and/or writing at an advanced or proficient level are identified by a combination of: districtwide Accuplacer testing in the fall and spring, statewide and/or national standardized assessments, and/or 30-day assessments.

The first major step in identifying students is the school-wide Accuplacer testing administered to all students grades 9-12 in the fall and spring to show their initial level and corresponding growth throughout the year. Accuplacer is a testing program to monitor college readiness and is aligned with college readiness standards as outlined by the College Board. Students who demonstrate deficiencies in both math and reading are flagged for intensive tier 2 intervention with the school math and reading interventionist using a framework of Multi-Tiered System of Supports (MTSS).

A second step in identifying students for deficiencies in content areas is through school-wide, district-mandated, 30-day assessments. Approximately once a month, students are tested in core content classrooms over standards they were expected to have learned the previous (per curriculum guides published by our managing company). Science and social studies participate in 30-day assessments, but creates its own assessment from the standards (MAHS managing company hope to have completed curriculum guides and corresponding 30-day assessments out by next year). Teachers reteach lowest three standards as well as monitor individual student mastery for individualized instruction.

*Use of Michigan Standardized assessment scores from M-STEP taken in 2015 will not be utilized for intervention placement until MDE releases additional information regarding scoring and Student Growth Percentile.

To qualify for MTSS tier 2 intensive intervention with the math and reading interventionists, students must score below benchmark on both math and reading on Accuplacer assessments. Students are documented and every attempt is made to fit them into a tier 2 schedule with the interventionists (subject to student availability based on current graduation progress). Initial intervention during trimester 1 is established based on the previous year's Spring Accuplacer results (incoming grade 9 students are not available for intervention tri 1 due to a lack of availability). Intervention lists are reexamined following the fall testing (six weeks into the school year). Intervention groups are reassessed every trimester based on progress made during intervention and demonstrated on in-class assessments such as MyFoundationsLab (MFL). Letters are sent home to parents/guardians of students selected for intervention as well as phone calls with progress updates.

Students who are proficient, meeting or exceeding benchmark and academic standards continued to be monitored during every 30-day and during spring testing to ensure they are still meeting benchmark and keeping on track with standards. Students are given goals and corresponding incentives for continued and improved progress in district-wide testing.

MATH

- Grades: 9-12

- Assessment: Fall and Spring Accuplacer math assessment

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Grades 9-12 students are identified as experiencing difficulty mastering the State's academic achievement assessment standards if they score more than .4 below grade-level benchmark:

1. Ninth-grade students are expected to score a 4 in the fall and a 6 in the spring,
2. Tenth-grade students are expected to score a 6 in the fall and an 8 in the spring,
3. Eleventh-grade students are expected to score an 8 in the fall, and a 10 in the spring, and
4. Twelfth-grade students are expected to score a 10 in the fall, and maintain a 10 or progress in the spring.

Students are then rank ordered and the lowest in both math and reading are selected for MTSS tier 2 intervention with the math and reading interventionist (subject to availability with graduation progress).

*Students fall into two categories if they score below benchmark: "lacking proficiency" if score is 2 or more points below the grade-level benchmark or "partially proficient" if score is within 2 points below of the grade-level benchmark.

*Michigan Standardized assessment scores (M-STEP in 2015) will not be utilized for placement until MDE releases additional information regarding scoring and Student Growth Percentile.

READING

- Grades: 9-12

- Assessment: Fall and Spring Accuplacer reading assessment

Grades 9-12 students are identified as experiencing difficulty mastering the State's academic achievement assessment standards if they score more than .4 below grade-level benchmark:

1. Ninth-grade students are expected to score a 4 in the fall and a 6 in the spring,
2. Tenth-grade students are expected to score a 6 in the fall and an 8 in the spring,
3. Eleventh-grade students are expected to score an 8 in the fall, and a 10 in the spring, and
4. Twelfth-grade students are expected to score a 10 in the fall, and maintain a 10 or progress in the spring.

Students are then rank ordered and the lowest in both math and reading are selected for tier 2 intensive intervention with the math and reading interventionist (subject to availability with graduation progress).

*Students fall into two categories if they score below benchmark: "lacking proficiency" if score is 2 or more points below the grade-level benchmark or "partially proficient" if score is within 2 points below of the grade-level benchmark.

ENGLISH

- Grades: 9-12

- Assessment: 30-day assessment

Grades 9-12 students are identified as experiencing difficulty mastering the State's academic achievement assessment standards if they score an 80% or less on the 30-day assessment.

SCIENCE

- Grades: 9-12

- Assessment: 30-day assessment (districtwide assessment that assesses student mastery over standards taught the past thirty days based on curriculum pacing guide)

Grades 9-12 students are identified as experiencing difficulty mastering the State's academic achievement assessment standards if they score an 80% or less on the 30-day assessment.

SOCIAL STUDIES

- Grades: 9-12

- Assessment: 30-day assessment (districtwide assessment that assesses student mastery over standards taught the past thirty days based

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on curriculum pacing guide)

Grades 9-12 students are identified as experiencing difficulty mastering the State's academic achievement assessment standards if they score an 80% or less on the 30-day assessment.

WRITING

- Grades: 12

- Assessment: Previous year's national standardized assessment (ACT for 2015 and previous)

Grade 12 students are identified as experiencing difficulty mastering the State's academic achievement assessment standards if they score below the 50th percentile in national rank on the previous years national standardized test: 50th Percentile National Rank for combined English/Writing: 20

In regards to dissemination of information, Accuplacer results are collected by testing staff, immediately posted on the school-wide data wall after testing, presented to staff at the staff meeting following testing, and put into an accessible document where MAHS teachers can easily access each individual student's data as well as view overall school data. 30-day assessments are reviewed in monthly staff meetings, and Professional Learning Communities get together and brainstorm ways to effectively address deficiencies. Staff members also meet with the principal in monthly 03 meetings to discuss 30-day results and discuss planned remediation. Special Education staff also meet with struggling students at the tier 3 level intervention for focused tutoring.

Parent involvement and support at all levels of intervention include parent/teacher conferences, progress reports sent home at least once per trimester, phone calls home updating parents on student progress as needed (at least once a week for failing students), letters sent home to parents if student is selected for tier 2 services, and school- or parent- requested parent-teacher conferencing.

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

MAHS recognizes the urgency and need for responding with timely intervention to students that are in need of additional academic support. Student progress monitoring is on-going to ensure that student programs are effective and having an impact. Providing additional and timely assistance is critical and enables students to meet local and state performance standards. MAHS provides academic activities to ensure that students who experience difficulty in mastering proficiency be provided with intervention that timely and effective. To identify student's difficulties in a timely manner, ongoing monitoring takes place daily by classroom teachers as well as Title 1 staff and support staff. In addition MAHS has a comprehensive system in place to identify student's weakness.

MATH

Grades: 9-12

Interventions:

- Throughout the year, teachers will offer tutoring before and after school and during lunch for students who may need additional help based on 30-day assessment results.

- Students who fall below benchmark on the Accuplacer math assessments (but do not qualify for math & reading tier 2 intervention) will be invited to attend a remedial class during an elective hour.

- 30-day assessments offer instant feedback for teachers to re-teach missed standards to students in the general education classroom.

Additional quick checks are done weekly in the general education classroom to continuously check mastery of the standards.

- At a tier 3 level, credit recovery courses are also offered to students who have failed a core class during their academic career. Students

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are given an opportunity to take an online course they can complete at their own pace with a teacher facilitator to help recoup lost credits.

The class is generally small and students work on computers on individual courses.

- Students who score more than 2 points below benchmark in both math and reading on Accuplacer assessments are flagged for MTSS tier 2 intensive intervention. Students spend 40 minutes with each interventionist during an elective hour. The math interventionist uses a combination of classroom instruction designed around Accuplacer results and concepts that the students are struggling with in the classroom, and a computer program called MyFoundationsLab that pairs with students' results on Accuplacer to create individualized learning paths that walk students through lessons, examples/models, and practice problems. Classroom instruction is determined by deficient areas scored in Accuplacer along with struggling areas in the core classroom. The Math interventionist takes those concepts and works from a base structure to lead up to what is being covered in the classroom while still keeping in line with the Accuplacer subgroup deficiencies, covering both core-classroom concepts and Accuplacer concepts that were identified as low. When using the computer program, two days a week are focused on whole-group instruction at tier II intervention, and the other three days of the week are spent on focused, tier III intervention (while students are working on computer program, the math interventionist works one-on-one with each student). The MFL program regularly assesses students as they complete various modules in the learning path that correspond to target skills. In regards to cross-curricular integration, math intervention also includes science content such as reading graphs.

At the end of the trimester, the math and reading interventionists determine if significant progress has been made (demonstrated by regular assessments within the intervention room), and if so, allow students to retake Accuplacer and exit intervention. Students must demonstrate +1 growth on the Accuplacer test for every twelve weeks in tier 2 intervention.

READING & ENGLISH

Grades: 9-12

Interventions:

- Throughout the year, teachers will offer tutoring before and after school and during lunch for students who may need additional help based on 30-day assessment results.

- Students who fall below benchmark on the Accuplacer reading assessments (but do not qualify for math & reading tier 2 intervention) will be invited to attend a remedial ELA/reading class offered during an elective hour.

- 30-day assessments offer instant feedback for teachers to re-teach missed standards to students in the general education classroom. Additional quick checks are done weekly in the general education classroom to continuously check mastery of the standards.

- At a tier 3 level, credit recovery courses are also offered to students who have failed a core class during their academic career. Students are given an opportunity to take an online course they can complete at their own pace with a teacher facilitator to help recoup lost credits.

The class is generally small and students work on computers on individual courses.

- Students who score more than 2 points below benchmark in both math and reading on Accuplacer assessments are flagged for MTSS tier 2 intensive intervention. Students spend 40 minutes with each interventionist during an elective hour. The reading interventionist uses a combination of classroom instruction designed around Accuplacer results and concepts that the students are struggling with in the classroom, and a computer program called MyFoundationsLab that pairs with students' results on Accuplacer to create individualized learning paths that walk students through lessons, examples/models, and practice problems. Whole-group lessons and one-on-one intervention with additional technology integration based on needs assessed 2-3 times per week are also utilized. All reading students create a free account on an adaptive vocabulary site that they work on every day for 5-10 minutes - the website adapts the vocabulary worked on to the student's individual level, allowing them to revisit words they struggle on and awarding mastery for words they demonstrate it on. This time also allows the interventionist to pair up with students who were absent or demonstrate continued deficiencies in a concept at tier III intervention. During whole-group work, practice questions and quick assessments are designed to level up. Students continue on in practices/assessments (mix of paper/online/hands-on) if they demonstrate mastery for a current target skill, while the interventionist pairs up with individual students for tier III one-on-one intervention as need is demonstrated. In regards to cross-curricular integration, reading intervention also incorporates social studies content into reading material as well as practicing essential writing skills through intervention. At the end of the trimester, the math and reading interventionists determine if significant progress has been made (demonstrated by regular

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assessments within the intervention room), and if so, allow students to retake Accuplacer and exit intervention. Students must demonstrate +1 growth on the Accuplacer test for every twelve weeks in tier II intervention.

SCIENCE & SOCIAL STUDIES

Grades: 9-12

Interventions:

- During committee and data meetings, teachers and administration will work closely to identify difficulties in students. This will be done by analyzing 30-day assessment data and any applicable and relevant state standardized data. Teachers determine which students have achieved mastery and which require reteaching. Teachers document their reteaching plan. Additionally, students who are failing classes receive phone calls home every Monday by that classroom teacher.
- 30-day assessments offer instant feedback for teachers to re-teach missed standards to students in the general education classroom. Additional quick checks are done weekly in the general education classroom to continuously check mastery of the standards.
- Throughout the year, teachers will offer tutoring before and after school and during lunch for students who may need additional help based on 30-day assessment results.
- The math and reading school interventionist uses scores from science and social studies 30-day assessments to inform instructional content as applicable within their tier 2 intervention.
- At a tier 3 level, credit recovery courses are also offered to students who have failed a core class during their academic career. Students are given an opportunity to take an online course they can complete at their own pace with a teacher facilitator to help recoup lost credits. The class is generally small and students work on computers on individual courses.

WRITING

Grade: 12

Interventions:

- Seniors who score below the 50th percentile in national rank on the previous year's national standardized assessment take a college preparatory writing elective.
- Writing intervention will be incorporated into tier 2 reading intervention
- At a tier 3 level, credit recovery courses are also offered to students who have failed a core class during their academic career. Students are given an opportunity to take an online course they can complete at their own pace with a teacher facilitator to help recoup lost credits. The class is generally small and students work on computers on individual courses.

MAHS possesses a higher amount of students with accommodations and special needs. There is a special education teacher in every core classroom that contains special education students. Special education teachers have the option of pulling students out in small groups or one-on-one if additional assistance is required; special education teachers also provide one-on-one support within the classroom to any student who demonstrates a need, not just limited to students in special education program. Additionally, some special education teachers video tape mini-lessons over current target skills and make them available on their website so students can access them at any time. Special education teachers are in constant contact with general education teachers to keep parents abreast of student progress.

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

Student's individual needs are being addressed through differentiated instruction by the teachers leveling their content and ability leveled mini-lessons to address a current standard or re-teach a past standard. Every month, teachers give district-required 30-day assessments that evaluate students' mastery of the previous month's instructional standards. Teachers then reteach standards that the class doesn't achieve

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80% mastery on, typically focusing on the lowest three at a minimum.

The general education teachers provide differentiated classroom instruction to all students within their classroom. General examples of this type of differentiation found throughout Madison Academy's classrooms are as follows: options for choosing what assignment the student would prefer to complete off of an approved list, varying difficulty of assignments, guided notes and reading, reading in different formats (silent, in pairs, whole-group, audio version playing while students read), additional learning opportunities for advanced learners, use of graphic organizers, information presented in different formats to reach all learning styles, small-group and large-group instruction, flexible grouping, and assessments given in different formats (written, oral, multiple choice, multimedia presentations).

Students identified at a tier 3 intervention (frequently special education), have a special education teacher in every core classroom. The classroom setup includes co-teaching, small-group work, and individual focus as needed or requested by students.

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

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

All state, federal, and local funds are coordinated by Madison Academy High School staff to ensure they are integrated toward the achievement of the school wide goals and academic progress of the students by using data collected through the Comprehensive Needs Assessment to determine deficit areas. Then, the professional learning committees develop potential strategies that will use the funds to combat the deficits. These strategies are presented to administration, parents, and the SIP team to be integrated within the School Improvement Plan. This ensures that all state, federal, and local funding is directly correlated to the goals identified in the Schoolwide Plan.

Below is a list of services and materials funded through each type of resource.

Federal Resources (Title I A, Title II A, IDEA, McKinney Vento):

Data coaches, Rtl Teacher salaries, HQ general teachers' salaries, staff training and PD, Family Title 1 Nights, testing materials and programs, Rtl (MTSS) supplies, data analysis, student bus passes and uniforms, Building Improvement Team, District Improvement Team, School Improvement Team

State Resources (General Fund, Section31A):

School Improvement, district operating expenses, testing materials, teacher and staff salaries, orientation materials, mentor/mentee materials, professional development, PLC materials, building improvement and maintenance, testing computer lab, Building Improvement Team, District Improvement Team, School Improvement Team

Local Resources (Donations):

Classroom supplies (DonorsChoose.com), incentives to give to students (prizes, bowling, skating, restaurants, t-shirts, hair, nail gift certificates), grants for bussing on field trips, donations for graduation (cake, disposable dinnerware)

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

All state, federal, and local funding sources are used for the advancement of the students at Madison Academy High School and to work towards the goals set forth in the School Improvement Plan.

1. Comprehensive Needs Assessment:

a. General Fund - School Improvement teamwork, district operating expenses, testing materials, surveys.

2. Schoolwide Reform Strategies:

a. General Fund - School Improvement teamwork.

b. Title II A - Data Coaches

c. Title I A - Accelerator reader/math Accuplacer, My Foundations Lab, Aspire, credit recovery courses in all content areas, supplemental supplies for interventions including dictionaries, whiteboards, readers, manipulatives, calculators, graphing materials, pencils, and markers.

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Highly Qualified teachers to provide direct instruction for intervention services, to provide assessments to Title 1 students, and to provide a computer lab for Title 1 students. This includes computers, installation, and software.

d. Section 31A - testing computer lab for HS assessments

3. Highly Qualified Staff:

a. General Fund - HQ salaries for general education teachers.

b. Title I A - Salaries of Intervention (Rtl) teachers.

c. IDEA - HQ salaries of general education teachers

d. Section 31A - HQ salaries of general education teachers

4. Attract and Retain Highly Qualified Staff:

a. General Fund - New teacher orientation, mentor/mentee meetings and planning time, district professional development, PLC materials and meetings.

5. Professional Development:

a. Title I A - Training for Title I Staff

b. Title II A - Grade level data analysis trainings, Math PD, ELA PD, Rtl PD, Science PD, Social Studies PD, M-STEP PD, Teach Like a Champion PD.

6. Parental Involvement:

a. Title I A - Family nights, Parent training sessions, family picnics and planning meetings.

b. McKinney Vento - providing bus passes and uniforms for students

c. Michigan Youth Arts and the Michigan Council for Arts & Cultural Affairs - grants for bussing to field trips.

7. Preschool Transition: N/A

8. Assessment Decisions:

a. General Fund and Title II A - Grade level meetings, At-Risk district team, Building School Improvement team, and District School Improvement Team.

9. Timely & Additional Assistance:

a. Title I A - Certified Tier I (general education teachers) and Tier II Specialists (Rtl teachers). Accelerator reader/math Accuplacer, My Foundations Lab, Aspire, credit recovery courses in all content areas, supplemental supplies for interventions including dictionaries, whiteboards, readers, manipulatives, calculators, graphing materials, pencils, and markers. Highly Qualified teachers to provide direct instruction for intervention services, to provide assessments to Title 1 students, and to provide a computer lab for Title 1 students. This includes computers, installation, and software.

10. Coordination & Integration of Federal, State & Local Resources:

a. General Fund and Title II A - Grade level meetings, At-Risk district team, Building School Improvement team, and District School Improvement Team.

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

All of Madison Academy High School funding is designated, according to the School Improvement Plan, to support the students educational programs and progress. However, our students do have access to the Genesee Career Institute through our Intermediate School District for vocational and technical education.

Madison Academy High School does use funding to support our free and reduced lunch program and violence prevention training. Our

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current free and reduced lunch count is at 82 percent of our entire school population and the National School Lunch Program funding provides us the ability to serve nutritious meals to our students. To support violence prevention, Madison Academy High School has sent 4 staff members to CPI training to reduce the number and intensity of violent outbursts from the students.

Evaluation:

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

Every year, the school improvement team will gather to review state assessment scores as well as Accuplacer and 30 Day Assessments. The state assessment scores and Accuplacer scores will provide an adequate breakdown of the results to allow us to pinpoint areas that did or did not meet the goals. Lesson plans and classroom walk-throughs will be used to see if programs were implemented uniformly. Survey results will be compared to previous years to check for improvements in perception. Demographic information will be monitored for changes that may affect the program. School improvement and PTO meetings will provide opportunities for staff and parents to meet and discuss the schoolwide program.

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

Every year, the school improvement team will gather to review state assessment scores as well as Accuplacer and 30 Day Assessments. The state assessment scores and Accuplacer scores will provide an adequate breakdown of the results to allow us to pinpoint areas that did or did not meet the goals. An annual review of state and local assessment data showing increased student scores will be evidence of the successful implementation of our schoolwide program. We will use this data to modify our School Improvement Plan.

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

Lesson plans, classroom walk-throughs will be used to see if programs were implemented uniformly. 30 Day Assessments, Accuplacer, ACT, MME, and M-STEP tests are used to check for proficiency in obtaining the state standards for all students.

Students in the RtI program (lowest scoring students) will also be monitored using My Foundations Lab. The RtI students are assessed on a weekly basis to determine if they have met any of their learning goals. This monitors their progress throughout the school year. These students, along with the entire student body, also take the Accuplacer test in the fall and the spring which allows us to monitor student growth throughout the year.

Survey results will be compared to previous years to check for improvements in perception. Demographic information will be monitored for changes that may affect the program. School improvement and PTO meetings will provide opportunities for staff and parents to meet and discuss the schoolwide program.

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

The school improvement team, including parents, will meet to read the plan and goals, review test data and determine what portions of the
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plan need to be revised. Perception survey results will provide valuable feedback to our progress and our parent programs. Our focus is the continuous improvement of students. If our plan fails to improve our students' academics, we revise the plan. Goals may need to be revised and updated after all data is reviewed.

Madison Academy High School School Improvement Plan 2015-2016

Overview

Plan Name

Madison Academy High School School Improvement Plan 2015-2016

Plan Description

School Improvement Plan

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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 Madison Academy High School will increase proficiency in Math.	Objectives: 1 Strategies: 3 Activities: 6	Academic	\$114661
2	All students at Madison Academy High School will demonstrate an increase in Reading/ELA scores.	Objectives: 1 Strategies: 4 Activities: 5	Academic	\$13180
3	All students at Madison Academy High School will show increased classroom productivity.	Objectives: 1 Strategies: 5 Activities: 6	Academic	\$79500
4	All students will increase proficiency in Writing.	Objectives: 1 Strategies: 2 Activities: 2	Academic	\$0

Goal 1: All students at Madison Academy High School will increase proficiency in Math.

Measurable Objective 1:

A 10% increase of All Students will demonstrate a proficiency at in Mathematics by 06/17/2016 as measured by Accuplacer and Michigan standardized assessment.

Strategy 1:

Title I Teaching Staff/At risk services - A Title I teacher will be available to assist 9-12 students with reading and math instruction.

Research Cited: U.S. Department of Education, "Promising Results, Continuing Challenges: The Final Report of the National Assessment of Title I." Washington, D.C.: Author (1999).

Heid, C. and A. Webber, "School-Level Implementation of Standards-

Activity - Title I Teaching Staff/At-Risk Services	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A Title I teacher will be available to assist 9-12 students with reading and math instruction. An at-risk teacher will service our at-risk population.	Academic Support Program	09/08/2015	06/17/2016	\$98061	Section 31a, Title I Part A	Title I Teaching staff and Administration

Activity - Pearson MyFoundationsLab (MFL)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
MyFoundationsLab (MFL) through Pearson will be used as a remediation tool for all at-risk students within the RtI Program.	Academic Support Program, Technology	09/08/2015	06/17/2016	\$1000	Title I Part A	Title 1 Staff, School Administration

Activity - Title 1 Supplies and Manipulatives	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Title 1 staff will use manipulative and testing materials during math intervention to increase student achievement.	Academic Support Program	09/08/2015	06/17/2016	\$1600	Title I Part A	Administration, Title 1 Staff

Strategy 2:

Math Remediation Class - Specified math teaching staff will teach mandated Math remediation class to grades 9-11 in order to increase performance on standardized assessment.

Research Cited: Carol Ann Tomlinson, (2010) "Leading and Managing A Differentiated Classroom"

Heinecke, W. F., Milman, N. B., Washington, L. A., Blasi, L. (2002) New Directions in the Evaluation of the Effectiveness of Educational Technology. Computers in the Schools, v18 n2 p97-110.

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National Mathematics Advisory Panel. (2008). Foundations for Success: The Final Report of the National Mathematics Advisory Panel. U.S. Department of Education: Washington, DC.

National Research Council. (2001). Improving Mathematics Education: Resources for Decision Making. Committee on Decisions that Count, Steve Leinwand and Gail Burrill (Eds.). Mathematical Sciences Education Board, Center for Education, Division of Behavioral and Social Sciences and Education. Washington, DC: National Academy Press.

Schacter, John. (1999). The Impact of Education Technology on Student Achievement: What the most Current Research Has to Say. Milken Exchange on Education Technology: Santa Monica, CA.

SEG Research. (2008). Understanding Multimedia Learning: Integrating multimedia in the K-12 classroom. New Hope, PA.

Smith, David A. (2002). How People Learn... Mathematics. Proceedings of the International Conference on the Teaching of Mathematics. Crete, Greece.

McTighe, Jay & Ferrara, Steven. (1998). Assessing Learning in the Classroom. National Education Association. Washington, DC.

Activity - SAT Math Prep Course	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be required to take an SAT prep course in math, in the trimester prior to SAT testing.	Academic Support Program	09/08/2015	06/17/2016	\$0	No Funding Required	Math Committee & Teaching Staff, Administration

Strategy 3:

Accuplacer Assessment - Students will take the ACCUPLACER assessment twice a year. This assessment, which was created by the College Board, will display where our students are currently performing (not proficient, limited proficiency, or proficient) based on the college readiness standards.

Research Cited: (2011). Catalog of Research Reports. New York, NY: College Board. <http://research.collegeboard.org/publications/content/2012/05/catalog-research-reports>

Activity - Accuplacer Assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in grades 9-12 will complete the ACCUPLACER Assessment in reading twice a year to measure progress.	Academic Support Program, Technology	09/08/2015	06/17/2016	\$0	No Funding Required	Title 1 Staff, Administration

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Activity - Chromebook Classroom set	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will have access to use the chrome books to take online assessments (M-step, Accuplacer, Classroom assessments, monthly assessments, ect.) to measure academic growth, objective mastery, and proficiency.	Academic Support Program	09/01/2015	06/30/2016	\$14000	Title I Schoolwide	Administration , testing data coordinators, and classroom teachers.

Goal 2: All students at Madison Academy High School will demonstrate an increase in Reading/ELA scores.

Measurable Objective 1:

A 5% increase of All Students will demonstrate a proficiency at or above grade level in Reading by 06/17/2016 as measured by Accuplacer and Michigan standardized assessment.

Strategy 1:

Title I Teaching Staff/At-Risk Services - Title I teacher will be available to assist 9-12 students with reading and ELA instruction.

Research Cited: U.S. Department of Education, "Promising Results, Continuing Challenges: The Final Report of the National Assessment of Title I." Washington, D.C.:Heid, C. and A. Webber, "School-Level Implementation of Standards-Based Reform: Findings from the Follow-up Public School Survey on Education Reform." Washington, DC: U.S. Department of Education (January 2004).
Author (1999).

Activity - Title I Teaching Staff/At-Risk Services	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A Title I teacher will be available to assist 9-12 students with reading instruction. An At-Risk teacher will service our at risk population.	Academic Support Program	09/08/2015	06/17/2016	\$0	No Funding Required	Title I Staff, Teaching Staff and Administration

Strategy 2:

Accuplacer Assessment - Students will take the ACCUPLACER assessment twice a year. This assessment, which was created by the College Board, will display where our students are currently performing (not proficient, limited proficiency, or proficient) based on the college readiness standards.

Research Cited: (2011). Catalog of Research Reports. New York, NY: College Board. <http://research.collegeboard.org/publications/content/2012/05/catalog-research-reports>

Activity - Accuplacer Assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Students in grades 9-12 will complete the ACCUPLACER Assessment in reading twice a year to measure progress.	Academic Support Program	09/08/2015	06/17/2016	\$6500	Title I Part A	Title I Teaching Staff, School Administration
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Strategy 3:

Professional Development - All staff will take part in professional development including county-wide PD offerings, district-wide PD offerings, in-house PLCs, and book studies.

Research Cited: Lemov, Doug. (2010). Teach Like a Champion: 49 Techniques that Put Students on the Path to College. San Francisco, CA: Jossey-Bass.

Activity - RIGOR	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will take part in professional development for RIGOR strategies using Educational Impact, county wide PD offerings, in house PLCs, and book studies.	Professional Learning	09/02/2014	06/05/2015	\$3180	Title II Part A	Administration, Teaching Staff

Activity - Madison Academy Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will participate in professional development provided by TRG and Madison Academy administration in processes, policies, and strategies.	Professional Learning	09/08/2015	06/17/2016	\$3500	Title II Part A	Administration, Teaching Staff

Strategy 4:

ELA/Reading Remediation Class - Specified ELA teaching staff will teach mandated ELA/reading remediation class to grades 9-11 in order to increase performance on standardized assessment.

Research Cited: Carol Ann Tomlinson. (2010). Leading and Managing A Differentiated Classroom.

Heinecke, W. F., Milman, N. B., Washington, L. A., Blasi, L. (2002) New Directions in the Evaluation of the Effectiveness of Educational Technology. Computers in the Schools, v18 n2 p97-110.

McTighe, Jay & Ferrara, Steven. (1998). Assessing Learning in the Classroom. National Education Association. Washington, DC.

NACOL Research Committee. (2007). NACOL Effectiveness of K-12 Online Learning, <http://www.inacol.org/research/docs/V5research-summary.pdf>

Schacter, John. (1999). The Impact of Education Technology on Student Achievement: What the most Current Research Has to Say. Milken Exchange on Education Technology: Santa Monica, CA.

SEG Research. (2008). Understanding Multimedia Learning: Integrating multimedia in the K-12 classroom. New Hope, PA.

McTighe, Jay & Ferrara, Steven. (1998). Assessing Learning in the Classroom. National Education Association. Washington, DC.

Activity - SAT ELA/Reading Prep Course	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Students will be required to take an SAT prep course in reading, in the trimester prior to SAT testing.	Academic Support Program	09/08/2015	06/17/2016	\$0	No Funding Required	ELA Committee & Teaching Staff, Administration
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Goal 3: All students at Madison Academy High School will show increased classroom productivity.

Measurable Objective 1:

20% of All Students will collaborate to decrease academic barriers in Mathematics by 06/17/2016 as measured by decrease in academic barriers in math (student engagement, discipline, and district assessment scores)..

Strategy 1:

Online Classes - Struggling high school students will have the opportunity to take online classes to advance their high school academics.
Research Cited: Research Cited: Carol Ann Tomlinson "Leading and Managing Differentiated Classroom"

Activity - Online Classes	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
High school staff will oversee the implementation and success of the students enrolled in online classes.	Academic Support Program	09/08/2015	06/17/2016	\$5000	Title I Part A	Administration, School Staff

Strategy 2:

In-school security - Security personnel will ensure the safety of the student population and school grounds on a daily basis to provide the opportunity for all to be successful in the classroom.

Activity - In-school security	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Security personnel will ensure the safety of the student population and school grounds on a daily basis to provide the opportunity for all to be successful in the classroom.	Other	08/03/2015	07/29/2016	\$0	Section 31a	Security Personnel, Administration

Strategy 3:

Guidance Counselor/Social Worker - Guidance Counselor/Social Worker - Students will have access to a Guidance Counselor/Social Worker to meet academic and social needs of the struggling individual.

Research Cited: Why Guidance Counseling Needs to Change. Johnson, Jean, Rochkind, Jon & Ott, Amber. Educational Leadership, April 2010 67:7, pp74-79 Reid, W. J., Kenaley, B. D., & Colvin, J. (2004). Do some interventions work better than others?review of comparative social work experiments.Social Work Research, 28 (2),

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Gorey, K. M., Thyer, B. A., & Pawluck, D. E. (1998). Differential effectiveness of prevalent social work practice models: A meta

analysis. *Social Work*, 43 (3), 269-278
Grenier, A. M., & Gorey, K. M. (1998). The effectiveness of social work with older people and their families: A meta analysis of conference proceedings. *Social Work Research*, 22 (1), 60-64.

Reid, W. J. (1997). Evaluating the dodo's verdict: Do all interventions have equivalent outcomes?

Social Work Research, 21

(1), 5

16.

de Smidt, G. A., & Gorey, K. M. (1997). Unpublished social work research: Systematic replication of a recent meta analysis of published intervention effectiveness research. *Social Work Research* Gorey, K. M. (1996). Effectiveness of social work intervention research: Internal versus external evaluations. *Social Work Research* Macdonald, G. M., Sheldon, B., Gillespie, J. (1992). Contemporary studies of the effectiveness of social work. *British Journal of Social Work*

Activity - Student Appointments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will have access to a guidance counselor/social worker to meet academic and social/emotional needs of struggling individuals.	Academic Support Program	09/08/2015	06/17/2016	\$23000	Other	Guidance Counselor

Activity - PSAT Assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students in grade 9 & 10 will complete the PSAT Assessment.	Academic Support Program	03/01/2016	04/29/2016	\$9000	Title I Part A	School Administration, Guidance Counselor/Social Worker, Testing Coordinator

Strategy 4:

Behavior Interventionist - A behavior interventionist will be available to work with students, administration, and parents to decrease problem behaviors and implement strategies to increase overall productivity and positive school culture.

Research Cited: www.pbis.org

Activity - Behavior Interventionist	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A behavioral interventionist will be available to students, parents, and administration to decrease problem behaviors and increase productivity and positive school culture.	Behavioral Support Program	09/08/2015	06/17/2016	\$42500	Other	School Administration

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Strategy 5:

Attendance Remediation - Specified staff will conduct regular attendance intervention with students identified as having at-risk attendance behavior patterns. Research Cited: Smink, D.Ed., Jay and Mary S. Reimer, Ph.D. (2005). "Fifteen Effective Strategies for Improving Student Attendance and Truancy Prevention." National Dropout Prevention Center/Network. Clemson, SC: Clemson.

Activity - Attendance Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students are pulled on a regular basis for truancy and tardy intervention based on being identified as a student with at-risk attendance behavior patterns. Students work with staff to self-monitor behavior, set realistic goals, and read and analyze applicable research regarding the importance of attendance.	Academic Support Program, Behavioral Support Program	09/08/2015	06/17/2016	\$0	No Funding Required	Truancy Officer, Teaching Staff & Administration

Goal 4: All students will increase proficiency in Writing.

Measurable Objective 1:

A 5% increase of Eleventh grade students will demonstrate a proficiency at or above grade level in writing in English Language Arts by 06/10/2016 as measured by Michigan standardized assessment.

Strategy 1:

College Prep Writing - Seniors will attend College Prep Class to prepare them for college acceptance.
Research Cited: Axelrod, Rise B. and Charles R. Cooper. Reading Critically, Writing Well: A Reader and Guide. New York: St. Martin's Press, 1987.
Escholz, Paul and Alfred Rosa. Subjects / Strategies: A Writer's Reader. Boston: Bedford/St. Martin's Press, 2005.
Hacker, Diana. The Bedford Handbook: Sixth Edition. Boston: Bedford/St. Martin's, 2002.
Kennedy, X. J., Dorothy M. Kennedy, and Jane E. Aaron. The Bedford Reader. Sixth Edition. Bedford/St. Martin's: Boston, 1997.
Sebranek, Patrick, Dave Kemper, and Verne Meyer. Writers INC: A Student Handbook for Writing and Learning. Wilmington, Massachusetts: Write Source, 2005.

Activity - College Prep Writing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Seniors will attend College Prep Class to prepare them for college acceptance.	Academic Support Program	09/08/2015	06/17/2016	\$0	No Funding Required	Administration, Teaching Staff, ELA Committee

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Strategy 2:

Communications - Students 9-12 can elect to take communications to improve their writing and or language skills.

Research Cited: Axelrod, Rise B. and Charles R. Cooper. Reading Critically, Writing Well: A Reader and Guide.

New York: St. Martin's Press, 1987.

Escholz, Paul and Alfred Rosa. Subjects / Strategies: A Writer's Reader. Boston: Bedford/St.

Martin's Press, 2005.

Hacker, Diana. The Bedford Handbook: Sixth Edition. Boston: Bedford/St. Martin's, 2002.

Kennedy, X. J., Dorothy M. Kennedy, and Jane E. Aaron. The Bedford Reader. Sixth Edition.

Bedford/St. Martin's: Boston. 1997.

Sebranek, Patrick, Dave Kemper, and Verne Meyer. Writers INC: A Student Handbook for Writing

and Learning. Wilmington, Massachusetts: Write Source, 2005.

Activity - Communications	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students 9-12 can elect to take a communications course to improve their written and oral language skills.	Academic Support Program	09/08/2015	06/17/2016	\$0	No Funding Required	Administration, Teaching Staff

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Section 31a

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
In-school security	Security personnel will ensure the safety of the student population and school grounds on a daily basis to provide the opportunity for all to be successful in the classroom.	Other	08/03/2015	07/29/2016	\$0	Security Personnel, Administration
Title I Teaching Staff/At-Risk Services	A Title I teacher will be available to assist 9-12 students with reading and math instruction. An at-risk teacher will service our at-risk population.	Academic Support Program	09/08/2015	06/17/2016	\$47311	Title I Teaching staff and Administration
Total					\$47311	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Accuplacer Assessment	Students in grades 9-12 will complete the ACCUPLACER Assessment in reading twice a year to measure progress.	Academic Support Program, Technology	09/08/2015	06/17/2016	\$0	Title I Staff, Administration
SAT Math Prep Course	Students will be required to take an SAT prep course in math, in the trimester prior to SAT testing.	Academic Support Program	09/08/2015	06/17/2016	\$0	Math Committee & Teaching Staff, Administration
SAT ELA/Reading Prep Course	Students will be required to take an SAT prep course in reading, in the trimester prior to SAT testing.	Academic Support Program	09/08/2015	06/17/2016	\$0	ELA Committee & Teaching Staff, Administration
Title I Teaching Staff/At-Risk Services	A Title I teacher will be available to assist 9-12 students with reading instruction. An At-Risk teacher will service our at risk population.	Academic Support Program	09/08/2015	06/17/2016	\$0	Title I Staff, Teaching Staff and Administration

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Attendance Intervention	Students are pulled on a regular basis for truancy and tardy intervention based on being identified as a student with at-risk attendance behavior patterns. Students work with staff to self-monitor behavior, set realistic goals, and read and analyze applicable research regarding the importance of attendance.	Academic Support Program, Behavioral Support Program	09/08/2015	06/17/2016	\$0	Truancy Officer, Teaching Staff & Administration
College Prep Writing	Seniors will attend College Prep Class to prepare them for college acceptance.	Academic Support Program	09/08/2015	06/17/2016	\$0	Administration, Teaching Staff, ELA Committee
Communications	Students 9-12 can elect to take a communications course to improve their written and oral language skills.	Academic Support Program	09/08/2015	06/17/2016	\$0	Administration, Teaching Staff
Total					\$0	

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Chromebook Classroom set	Students will have access to use the chrome books to take online assessments (M-step, Accuplacer, Classroom assessments, monthly assessments, ect.) to measure academic growth, objective mastery, and proficiency.	Academic Support Program	09/01/2015	06/30/2016	\$14000	Administration, testing data coordinators, and classroom teachers.
Total					\$14000	

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Behavior Interventionist	A behavioral interventionist will be available to students, parents, and administration to decrease problem behaviors and increase productivity and positive school culture.	Behavioral Support Program	09/08/2015	06/17/2016	\$42500	School Administration
Student Appointments	Students will have access to a guidance counselor/social worker to meet academic and social/emotional needs of struggling individuals.	Academic Support Program	09/08/2015	06/17/2016	\$23000	Guidance Counselor
Total					\$65500	

Title II Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
RIGOR	All staff will take part in professional development for RIGOR strategies using Educational Impact, county wide PD offerings, in house PLCs, and book studies.	Professional Learning	09/02/2014	06/05/2015	\$3180	Administration, Teaching Staff

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Madison Academy Professional Development	All staff will participate in professional development provided by TRG and Madison Academy administration in processes, policies, and strategies.	Professional Learning	09/08/2015	06/17/2016	\$3500	Administration, Teaching Staff
Total					\$6680	

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Pearson MyFoundationsLab (MFL)	MyFoundationsLab (MFL) through Pearson will be used as a remediation tool for all at-risk students within the RtI Program.	Academic Support Program, Technology	09/08/2015	06/17/2016	\$1000	Title 1 Staff, School Administration
Title I Teaching Staff/At-Risk Services	A Title I teacher will be available to assist 9-12 students with reading and math instruction. An at-risk teacher will service our at-risk population.	Academic Support Program	09/08/2015	06/17/2016	\$50750	Title I Teaching staff and Administration
Online Classes	High school staff will oversee the implementation and success of the students enrolled in online classes.	Academic Support Program	09/08/2015	06/17/2016	\$5000	Administration, School Staff
Accuplacer Assessment	Students in grades 9-12 will complete the ACCUPLACER Assessment in reading twice a year to measure progress.	Academic Support Program	09/08/2015	06/17/2016	\$6500	Title I Teaching Staff, School Administration
PSAT Assessment	All students in grade 9 & 10 will complete the PSAT Assessment.	Academic Support Program	03/01/2016	04/29/2016	\$9000	School Administration, Guidance Counselor/Social Worker, Testing Coordinator
Title 1 Supplies and Manipulatives	Title 1 staff will use manipulative and testing materials during math intervention to increase student achievement.	Academic Support Program	09/08/2015	06/17/2016	\$1600	Administration, Title 1 Staff
Total					\$73850	