



School Improvement Plan

Athens Junior/Senior High School

Athens Area Schools

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Introduction

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

Improvement Plan Assurance

Introduction

During the 2016-2017 school year, schools will have two options for Goals and Plans. 1. Update Goals and Plans, if necessary, based on analysis of data and Program Evaluation; 2. Complete and upload the Abbreviated Goals and Plans template into ASSIST, based on analysis of data and Program Evaluation.

Improvement Plan Assurance

Label	Assurance	Response	Comment	Attachment
1.	Which option was chosen for Goals and Plans?	Goals and Plans in ASSIST	We are continuing to do our school improvement plans in Assist.	

Title I Targeted Assistance Diagnostic

Introduction

This diagnostic tool is aligned to requirements for Title I Targeted Assistance 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: Needs Assessment

1. How was the comprehensive needs assessment process conducted?

The compliance officer met with the staffs and stakeholders to examine data and complete the needs assessment. Stakeholders were asked in addition to provide input. These results were compiled and entered into the report by the compliance officer.

2. What process was used to identify children who are failing or most at risk of failing to meet the state core curriculum standards in the four core academic areas?

The Title I Director, the school counselor and the classroom teachers all provide input into children who are at risk. Students who are measured as at risk by assessment data including classroom assessments, school assessments and state assessments are identified. Meetings are held on individual students to address the student needs and interventions to ensure students success

3. List the multiple, educationally related, objective criteria established for the needs assessment process - consistent by grade level and content area - to identify children who are failing or most at risk of failing to meet the state core curriculum standards in the four core academic areas.

All classroom assessments, along with M-STEP data, were used to examine students who were at risk of not being successful. Teacher observation and input was also used. The Title Director along with appropriate personnel selected students based on this and other data such as individual student grades.

4. For schools with preschool through grade 2: Describe the identification process for preschool through grade 2 if it is based solely on criteria such as teacher judgment, interviews with parents and developmentally appropriate measures that determine which children are failing or most at risk of failing to meet the State's challenging content and student performance standards.

NA

Component 2: Services to Eligible Students

1. Describe the Title I, Part A program services which are provided to ensure eligible children receive supplemental assistance in the four core academic areas.

Paraprofessionals worked with these identified students to provide interventions and achieve success in the general ed. Curriculum. In addition, after-school tutoring is also in place to help these at risk students.

Component 3: Incorporated Into Existing School Program Planning

1. How is program planning for eligible students incorporated into the existing school improvement planning process?

Many of our strategies to reach our goals are based on reaching these students. Program planning for eligible students is an integral part of the school improvement planning process. Much of the planning involves bringing at risk students up to grade level through goals and interventions. The school improvement goals are for all students including those identified as Title or special education.

Component 4: Instructional Strategies

1. Which instructional strategies in the plan focus on helping eligible students reach the State's standards in the four core curriculum academic areas?

All of the strategies in the plan focus on helping all students including Title eligible students to attain the goal. The professional development strategy for Math Recovery is an example of how to identify where students are missing skills and then providing instruction to learn those skills.

2. Identify the research-based methods and strategies in the plan that ensure effective methods will be utilized to improve overall student academic achievement.

Providing intensive interventions to these students will increase the learning of the general education curriculum. This intensive instruction occurs in addition to the normal instruction and is provided in small group or one-on-one instruction.

3. Describe your extended (supplemental) learning program, including how it provides an accelerated quality curriculum.

The research clearly indicates that substituting one teacher's instruction with another is not going to bring up a student's achievement unless the second teacher is a miracle worker. Only supplemental or additional instruction truly makes a difference. Therefore paraprofessionals provide supplemental assistance to these students in the general education classroom.

4. Describe how you ensure that students are rarely pulled from their regular classroom to receive supplemental instruction through extended learning opportunities.

The paraprofessionals work right inside the regular classroom. There are extended learning opportunities after school for students to gain success.

Component 5: Title I and Regular Education Coordination

1. In what ways do ongoing coordination and integration occur between regular education and supplemental Title I, Part A programming - including services for children with Limited English Proficiency, if applicable?

The paraprofessionals work directly with the regular classroom teachers

2. For schools with kindergarten: Describe the school's transition plan for preschool age children that involves more than a once a year visitation to the kindergarten classroom.

NA

Component 6: Instruction by Highly Qualified Staff

Label	Assurance	Response	Comment	Attachment
	1. Do all of the Title I, Part A instructional paraprofessionals meet the NCLB requirements for highly qualified? Provide an assurance statement regarding this.	Yes	All paraprofessionals meet the highly qualified standard set by NCLB. This especially includes all Title and At Risk paras.	

Label	Assurance	Response	Comment	Attachment
	2. Do all of the teachers meet the NCLB requirements for highly qualified? Provide an assurance statement regarding this.	Yes	All teachers meet the highly qualified standard set by NCLB	

Component 7: High Quality and Ongoing Professional Development/Learning

1. What types of ongoing and sustained professional development/learning will the staff (teachers, principals, and paraprofessionals) receive to work with Title I Part A eligible children in the Targeted Assistance program or in the regular education program?

Ongoing and sustained professional development is the only type of PD that we sanction as a district. Of particular importance this year is PD in the form of collection and examination of data.

2. If appropriate, what types of ongoing and sustained professional development/learning will be provided to parents, pupil services personnel, and other staff who work with Title I Part A eligible children in the Targeted Assistance program or in the regular education program?

We are providing PD to all school personnel on our new data warehouse

Label	Assurance	Response	Comment	Attachment
	3. Your school's professional development/learning plan or calendar is complete.	No	We are in the process of developing this calendar, but many offerings are not specific at this time.	

Component 8: Strategies to Increase Parental Involvement

1. How are parents involved in the design of the Targeted Assistance program plan?

Parents were invited and provided input into the program.

2. How are parents involved in the implementation of the Targeted Assistance program plan?

Parents are consulted when their child is identified as eligible and the program is explained to them.

Label	Assurance	Response	Comment	Attachment
	3. Are parents involved in the evaluation of the Targeted Assistance program plan? How are parents involved in the evaluation of the Targeted Assistance program plan?	Yes	Parents are asked to provide feedback into the program through surveys and through conferences.	

4. Describe how the parent involvement activities outlined in Section 1118 e (1)-(5) and (14) and Section 1118 (f) are implemented.

Parent involvement is important. We monitor all students and especially Title students with various school assessments. We work closely with parents and encourage them to work with their children. We supply them with the knowledge and materials in order to do so. All communication is put in non-educational language including staff-parent conferences and meetings. Written communication is provided through newsletters and our school website.

5. Describe how the parent involvement activities are evaluated.

Administration periodically reviews this.

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

The school-parent compact was developed by the Title I Director and the Compliance Officer with input from staff and parents.

Label	Assurance	Response	Comment	Attachment
	7. Do you have a Title I School-Parent Compact?	Yes		school parent compact

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8. How does the school provide individual student academic assessment results in a language parents can understand?

All of our staff are trained in communicating results to parents in easy to understand words. All written communication is reviewed by at least one other staff member to make sure that the communication is easy to understand.

Label	Assurance	Response	Comment	Attachment
	9. Does the school have a Title I Parental Involvement Policy/Plan?	Yes		involvement plan

10. Describe how the parent compact is used at elementary-level parent teacher conferences.

NA

Component 9: Coordination of Title I and Other Resources

1. Describe how the Federal, State and local programs are coordinated and integrated to serve eligible children.

All programs are coordinated through our Child Study process. The Child Study staff is made up of general education, special education, At Risk and Title staff to ensure that everything is done in the best interest of the student.

2. Describe how the plan demonstrates coordination and integration of Federal, State and local programs and services in a manner applicable to the grade levels of the school: violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

We are a small school district with limited staff. In this instance the coordination and integration is easier than in a larger district. We wear multiple hats and so it is relatively easy to coordinate these programs.

Component 10: Ongoing Review of Student Progress

1. Describe how the progress of participating students is reviewed on an ongoing basis.

The progress of eligible students is monitored throughout the school year through various assessments. Meetings between the general education staff and counselor are held periodically to assess the progress of students.

2. Describe how the Targeted Assistance program is revised to provide supplemental learning opportunities that enable participating children to meet the State's challenging student achievement standards.

The progress of eligible students is monitored throughout the school year through various assessments. Meetings between the general education staff and counselor are held periodically to assess the progress of students.

3. Describe how teachers have been trained to identify students who need additional assistance or how to implement student achievement standards in the classroom based on the review of student progress.

Teachers and staff have been trained in PD to administer assessments and recognize students who are at risk as shown on the assessment. They have also been trained in PD to provide interventions to struggling students. PD has also been provided in teaching the academic standards.

Evaluation

NOTE: This is NOT a Targeted Assistance Plan Rubric Requirement---but it IS part of the process of Continuous School Improvement. This has been patterned after the Schoolwide Plan requirements, and it fulfills PA 25 requirements for an annual review of the plan.

1. Describe how the school evaluates the implementation of the Targeted Assistance program at least annually.

The evaluation of the targeted assistance program is constantly be conducted and modifications are carried out based on the evaluations. At the end of every year the Title I Director and Compliance Officer evaluate all aspects of the program using input from assessments, parents and staff.

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

The M-STEP is a valuable tool to help evaluate the program and the success of the students. Students who perform poorly on the M-STEP are placed in the program. The M-STEP along with other data may indicate a student who no longer needs the assistance of the program.

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

All of the students in the program are monitored for academic growth. Students who are the furthest from achieving the standards are provided with more interventions. Progress in the curriculum of these students must be demonstrated or changes in the program must be made.

4. Describe the process that is followed by the school to revise the plan, as necessary, based on the evaluation, to ensure continuous improvement of eligible students in the Targeted Assistance program.

Student progress is monitored continually by the general education and Title staff to measure growth. If this growth does not occur, interventions are implemented and growth is continued to be monitored.

18-19 Plan for School Improvement Plan

Overview

Plan Name

18-19 Plan for School Improvement Plan

Plan Description

This is our school improvement plan for 2018-19.

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 Athens High School will become proficient readers.	Objectives: 1 Strategies: 2 Activities: 4	Academic	\$19795
2	All students at Athens High School will become proficient at Mathematics	Objectives: 1 Strategies: 3 Activities: 5	Academic	\$25775
3	All students at Athens High Schools will become proficient writers.	Objectives: 1 Strategies: 3 Activities: 4	Academic	\$8140
4	All students at Athens High School will become proficient at science	Objectives: 1 Strategies: 2 Activities: 3	Academic	\$8650
5	All students at Athens High School will become proficient at Social Studies	Objectives: 1 Strategies: 2 Activities: 3	Academic	\$8691

Goal 1: All students at Athens High School will become proficient readers.

Measurable Objective 1:

80% of Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency on the State Standardized tests in English Language Arts by 06/30/2021 as measured by scoring proficient on State Standardized Tests and in district developed assessments.

Strategy 1:

Professional Development - Teachers K-12 will have the opportunity to attend professional development that will provide them with the learning to enable them to teach reading more effectively.

Category:

Research Cited: Mike Schmoker, Results Now; Robert Marzano, What Works in Schools

Tier: Tier 1

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers 6-12 will have the opportunity to attend professional development that will provide them with the learning to enable them to teach reading more effectively. This would include Using Illuminate DnA to individualize instruction, implementing Common Core in the English classroom, Co-teaching; and the MCEC	Professional Learning	Tier 1	Implement	07/05/2018	06/28/2019	\$1000	General Fund	Colleen Swank

Activity - Technology Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be trained in technology to enable them to teach reading more effectively. This would include training in Skyward and Illuminate.	Professional Learning	Tier 1	Getting Ready	07/05/2018	06/28/2019	\$500	General Fund	Colleen Swank and Walter Dubbeld

Strategy 2:

Supplemental Interventions - The Title I teacher and Title paraprofessionals will provide supplemental interventions to eligible students.

Category: English/Language Arts

Research Cited: Mike Schmoker, Results Now; Robert Marzano, What Works in Schools

Tier: Tier 2

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Activity - Supplemental Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Title I teacher and Title paraprofessionals will provide supplemental interventions to eligible students.	Direct Instruction	Tier 2	Implement	09/05/2017	06/15/2018	\$17295	Title II Part A, Title I Part A	Colleen Swank
Activity - credit recovery	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who need credits to graduate will participate in a credit recovery program. This involves taking online classes under highly qualified teachers.	Academic Support Program	Tier 2	Implement	01/07/2019	06/07/2019	\$1000	Title I Part A	Colleen Swank and Lloyd Service

Goal 2: All students at Athens High School will become proficient at Mathematics

Measurable Objective 1:

80% of Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency by scoring proficient on State Standardized Tests in Mathematics by 06/30/2021 as measured by scoring proficient on State Standardized Tests and in district developed assessments.

Strategy 1:

Professional Development - Teachers in grades K through 8 will be trained in Math Recovery

Category:

Research Cited: Mike Schmoker, Results Now; Robert Marzano, What Works in Schools

Tier:

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers in grades 6 through 8 will be trained in Math Recovery and other PD will be provided. Training will also be provided for 21 things 4 students Tech Boot Camp to help teachers use materials to teach math more effectively. Using Illuminate DnA to individualize instruction training will be provided.	Professional Learning	Tier 1	Implement	07/05/2018	06/28/2019	\$1000	General Fund	Walter Dubbeld and Colleen Swank
Activity - training in technology	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Teachers will be trained in technology to enable them to teach math more effectively. This would include training in Skyward and Illuminate.	Professional Learning	Tier 1	Implement	07/05/2018	06/28/2019	\$180	Other	Colleen Swank and Walter Dubbeld
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Strategy 2:

Supplemental Interventions - The Title I teacher and Title paraprofessionals will provide supplemental interventions to eligible students.

Category:

Research Cited: Mike Schmoker, Results Now; Robert Marzano, What Works in Schools

Tier: Tier 2

Activity - Supplemental Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Title I teacher and Title paraprofessionals will provide supplemental interventions to eligible students.	Direct Instruction	Tier 2	Implement	09/05/2018	06/21/2019	\$7000	Title I Part A	Walter Dubbeld

Activity - credit recovery	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who need credits to graduate will participate in a credit recovery program. This involves taking online classes under highly qualified teachers.	Academic Support Program	Tier 2	Implement	01/07/2019	06/07/2019	\$1000	Title I Part A	Colleen Swank and Lloyd Service

Strategy 3:

Supplemental Interventions Room - The Academic Intervention Room will provide supplemental interventions to students who are struggling with the general curriculum.

Category:

Research Cited: Mike Schmoker, Results Now; Robert Marzano, What Works in Schools

Tier: Tier 2

Activity - Supplemental Interventions Room	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Supplemental interventions will be supplied to students who are struggling with the general curriculum.	Direct Instruction	Tier 2	Implement	09/05/2018	06/21/2019	\$16595	Title IV Part A	Joe Huepenbecker

Goal 3: All students at Athens High Schools will become proficient writers.

Measurable Objective 1:

80% of Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency on State Standardized Tests and in district developed assessments in English Language Arts by 06/30/2021 as measured by scoring proficient on State Standardized Tests and in district developed assessments.

Strategy 1:

Professional Development - Teachers will improve their instructional ability by attending trainings that teach them to become more proficient at teaching writing.

Teachers will be trained in technology to enable them to teach writing more effectively. This would include training in Skyward and Illuminate.

Category:

Research Cited: Mike Schmoker, Results Now; Robert Marzano, What Works in Schools

Tier: Tier 1

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will have the opportunity to learn how to teach writing in their own core areas and how to use John Collins and writing to learn across the curriculum. Teachers will be trained in technology to enable them to teach writing more effectively. This would include training in Skyward and Illuminate.	Professional Learning	Tier 1	Implement	07/05/2018	06/28/2019	\$140	General Fund	Colleen Swank and Walter Dubbeld

Strategy 2:

Supplemental Interventions - The Title I teacher and Title paraprofessionals will provide supplemental interventions to eligible students.

Category:

Research Cited: Mike Schmoker, Results Now; Robert Marzano, What Works in Schools

Tier: Tier 2

Activity - Supplemental Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Title I teacher and Title paraprofessionals will provide supplemental interventions to eligible students.	Direct Instruction	Tier 2	Implement	09/05/2018	06/21/2019	\$7000	Title I Part A	Colleen Swank and Walter Dubbeld

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Activity - credit recovery	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who need credits to graduate will participate in a credit recovery program. This involves taking online classes under highly qualified teachers.	Academic Support Program	Tier 2	Implement	01/07/2019	06/07/2019	\$1000	Title I Part A	Colleen Swank and Lloyd Service

Strategy 3:

Implement writing to learn and writing across the curriculum - By implementing writing to learn and writing across the curriculum, students will improve their writing skills and abilities.

Category:

Research Cited: John Collins, Mike Schmoker, Results Now; Robert Marzano, What Works in Schools

Tier: Tier 1

Activity - Implement writing to learn and writing across the curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will increase the opportunity for students to write in all of their classes and use writing to learn more frequently. Administrators will monitor this by classroom observation, lesson plans, student samples and by reviewing the required monthly documentation form.	Direct Instruction	Tier 1	Implement	09/05/2018	06/21/2019	\$0	No Funding Required	Walter Dubbeld, Joe Huepenbecker

Goal 4: All students at Athens High School will become proficient at science

Measurable Objective 1:

80% of Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency on State Standardized Tests in Science by 06/30/2021 as measured by scoring proficient on State Standardized Tests .

Strategy 1:

Professional Development - All teachers will have the opportunity to receive training in how to teach Science.

Category:

Research Cited: Mike Schmoker, Results Now; Robert Marzano, What Works in Schools

Tier:

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Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will have the opportunity to receive training in how to teach Science including engineering in the classroom. Teachers will be trained in technology to enable them to teach Science more effectively. This would include training in Skyward and Illuminate.	Professional Learning	Tier 1	Implement	07/05/2018	06/28/2019	\$150	General Fund	Colleen Swank and Walter Dubbeld

Strategy 2:

Supplemental Interventions - The Title I teacher and Title paraprofessionals will provide supplemental interventions to eligible students.

Category:

Research Cited: Mike Schmoker, Results Now; Robert Marzano, What Works in Schools

Tier: Tier 2

Activity - Supplemental Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Title I teacher and Title paraprofessionals will provide supplemental interventions to eligible students.	Direct Instruction	Tier 1	Implement	09/05/2018	06/21/2019	\$7000	Title I Part A	Colleen Swank and Walter Dubbeld

Activity - credit recovery	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who need credits to graduate will participate in a credit recovery program. This involves taking online classes under highly qualified teachers.	Academic Support Program	Tier 2	Implement	01/07/2019	06/07/2019	\$1500	Title I Part A	Colleen Swank and Lloyd Service

Goal 5: All students at Athens High School will become proficient at Social Studies

Measurable Objective 1:

80% of Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency on State Standardized Tests and in district developed assessments in Social Studies by 06/30/2021 as measured by scoring proficient on State Standardized Tests and in district developed assessments.

Strategy 1:

Professional Development - All teachers will have the opportunity to receive training in how to teach

Social Studies.

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Category:

Research Cited: Mike Schmoker, Results Now; Robert Marzano, What Works in Schools

Tier:

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will have the opportunity to receive training in how to teach Social Studies. Teachers will be trained in technology to enable them to teach social studies more effectively. This would include training in Skyward and Illuminate.	Professional Learning	Tier 1	Implement	07/05/2018	06/28/2019	\$180	Other	Colleen Swank and Walter Dubbeld

Strategy 2:

Supplemental Interventions - The Title I teacher and Title paraprofessionals will provide supplemental interventions to eligible students.

Category:

Research Cited: Mike Schmoker, Results Now; Robert Marzano, What Works in Schools

Tier: Tier 2

Activity - Supplemental Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Title I teacher and Title paraprofessionals will provide supplemental interventions to eligible students.	Direct Instruction	Tier 2	Implement	09/05/2018	06/21/2019	\$7000	Title I Part A	Colleen Swank and Walter Dubbeld

Activity - credit recovery	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who need credits to graduate will participate in a credit recovery program. This involves taking online classes under highly qualified teachers.	Academic Support Program	Tier 2	Implement	01/07/2019	06/07/2019	\$1511	Title I Part A	Colleen Swank and Lloyd Service

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Supplemental Interventions	The Title I teacher and Title paraprofessionals will provide supplemental interventions to eligible students.	Direct Instruction	Tier 1	Implement	09/05/2018	06/21/2019	\$7000	Colleen Swank and Walter Dubbeld
credit recovery	Students who need credits to graduate will participate in a credit recovery program. This involves taking online classes under highly qualified teachers.	Academic Support Program	Tier 2	Implement	01/07/2019	06/07/2019	\$1000	Colleen Swank and Lloyd Service
credit recovery	Students who need credits to graduate will participate in a credit recovery program. This involves taking online classes under highly qualified teachers.	Academic Support Program	Tier 2	Implement	01/07/2019	06/07/2019	\$1511	Colleen Swank and Lloyd Service
Supplemental Interventions	The Title I teacher and Title paraprofessionals will provide supplemental interventions to eligible students.	Direct Instruction	Tier 2	Implement	09/05/2018	06/21/2019	\$7000	Colleen Swank and Walter Dubbeld
credit recovery	Students who need credits to graduate will participate in a credit recovery program. This involves taking online classes under highly qualified teachers.	Academic Support Program	Tier 2	Implement	01/07/2019	06/07/2019	\$1000	Colleen Swank and Lloyd Service
credit recovery	Students who need credits to graduate will participate in a credit recovery program. This involves taking online classes under highly qualified teachers.	Academic Support Program	Tier 2	Implement	01/07/2019	06/07/2019	\$1500	Colleen Swank and Lloyd Service
credit recovery	Students who need credits to graduate will participate in a credit recovery program. This involves taking online classes under highly qualified teachers.	Academic Support Program	Tier 2	Implement	01/07/2019	06/07/2019	\$1000	Colleen Swank and Lloyd Service
Supplemental Interventions	The Title I teacher and Title paraprofessionals will provide supplemental interventions to eligible students.	Direct Instruction	Tier 2	Implement	09/05/2017	06/15/2018	\$12000	Colleen Swank
Supplemental Interventions	The Title I teacher and Title paraprofessionals will provide supplemental interventions to eligible students.	Direct Instruction	Tier 2	Implement	09/05/2018	06/21/2019	\$7000	Walter Dubbeld

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Supplemental Interventions	The Title I teacher and Title paraprofessionals will provide supplemental interventions to eligible students.	Direct Instruction	Tier 2	Implement	09/05/2018	06/21/2019	\$7000	Colleen Swank and Walter Dubbeld
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Other

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Development	All teachers will have the opportunity to receive training in how to teach Social Studies. Teachers will be trained in technology to enable them to teach social studies more effectively. This would include training in Skyward and Illuminate.	Professional Learning	Tier 1	Implement	07/05/2018	06/28/2019	\$180	Colleen Swank and Walter Dubbeld
training in technology	Teachers will be trained in technology to enable them to teach math more effectively. This would include training in Skyward and Illuminate.	Professional Learning	Tier 1	Implement	07/05/2018	06/28/2019	\$180	Colleen Swank and Walter Dubbeld

Title IV Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Supplemental Interventions Room	Supplemental interventions will be supplied to students who are struggling with the general curriculum.	Direct Instruction	Tier 2	Implement	09/05/2018	06/21/2019	\$16595	Joe Huepenbecker

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Development	All teachers will have the opportunity to learn how to teach writing in their own core areas and how to use John Collins and writing to learn across the curriculum. Teachers will be trained in technology to enable them to teach writing more effectively. This would include training in Skyward and Illuminate.	Professional Learning	Tier 1	Implement	07/05/2018	06/28/2019	\$140	Colleen Swank and Walter Dubbeld

School Improvement Plan

Athens Junior/Senior High School

Professional Development	Teachers in grades 6 through 8 will be trained in Math Recovery and other PD will be provided. Training will also be provided for 21 things 4 students Tech Boot Camp to help teachers use materials to teach math more effectively. Using Illuminate DnA to individualize instruction training will be provided.	Professional Learning	Tier 1	Implement	07/05/2018	06/28/2019	\$1000	Walter Dubbeld and Colleen Swank
Professional Development	All teachers will have the opportunity to receive training in how to teach Science including engineering in the classroom. Teachers will be trained in technology to enable them to teach Science more effectively. This would include training in Skyward and Illuminate.	Professional Learning	Tier 1	Implement	07/05/2018	06/28/2019	\$150	Colleen Swank and Walter Dubbeld
Technology Training	Teachers will be trained in technology to enable them to teach reading more effectively. This would include training in Skyward and Illuminate.	Professional Learning	Tier 1	Getting Ready	07/05/2018	06/28/2019	\$500	Colleen Swank and Walter Dubbeld
Professional Development	Teachers 6-12 will have the opportunity to attend professional development that will provide them with the learning to enable them to teach reading more effectively.effectively.This would include Using Illuminate DnA to individualize instruction,implementing Common Core in the English classroom, Co-teaching; and the MCEC	Professional Learning	Tier 1	Implement	07/05/2018	06/28/2019	\$1000	Colleen Swank

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Implement writing to learn and writing across the curriculum	Teachers will increase the opportunity for students to write in all of their classes and use writing to learn more frequently. Administrators will monitor this by classroom observation, lesson plans, student samples and by reviewing the required monthly documentation form.	Direct Instruction	Tier 1	Implement	09/05/2018	06/21/2019	\$0	Walter Dubbeld, Joe Huepenbecker

Title II Part A

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

Athens Junior/Senior High School

Supplemental Interventions	The Title I teacher and Title paraprofessionals will provide supplemental interventions to eligible students.	Direct Instruction	Tier 2	Implement	09/05/2017	06/15/2018	\$5295	Colleen Swank
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