Goal: Student RIT Reading scores on the NWEA will increase.

1. What multiple data sources were used to determine the need?
   The NWEA Assessment Summary report for Tinkham for the 2016-2017 School year, DNA Pivot Reports that compare pre/post test proficiency, pass/fail rates and attendance data.

2. Write a Measurable goal.
   Our spring building average RIT score on NWEA for Reading will increase from 190.0 to 192.9 for students attending 85% of their classes by June 2018.

3. Describe the strategies and activities that will be used for the goal.
   Strategy 1: Attendance Policy
   For our students to be able to show adequate progress and proficiency, they need to be in attendance on a regular basis. To attack this issue in the Alternative High School setting, we have adopted an Early Warning System to alert our School Social Worker of students who need additional support/resources. This program will be tracked, and will also include meetings with the students’ support systems in and outside of the school. Follow up with each student’s situation is important to be certain that we are seeing growth and improvement in their attendance. If there is no sign of a change, then that plan will be revisited, all student support systems will reconvene and develop a new plan.

   Strategy 2: Teaching with Purpose
   With the school district’s recent adoption of the 5 Dimensions of Teaching and Learning from the Center for Educational Leadership (CEL), we have a more directed focus on the instructional core within each classroom, including the teacher, student, and content. With this new structure for evaluation, it encourages our teaching staff to provide opportunities for our students to play a key role in their academic learning goals. We also utilize district
content meetings for each of our department teachers to stay up to date on any state/federal/district level changes to their curriculum. Each teacher will work with building administration to create an individual growth plan, professional development will be available to each teacher based on their growth plan needs and focus.

4 What are the professional learning needs for staff and parents necessary to implement the strategies and activities?

- Clear understanding of attendance policy for staff, students and parents
- Clear understanding of PBIS policy and procedures
- Professional Development for staff on reading strategies per subject area
- Professional Development for Staff on Alternative Education Design and Development
- Newsletters for staff and parents to communicate school activities
- Staff participation in District Content Meetings

5 What future multiple data points will be used to determine if the goals are met?

NWEA assessments, pre/post assessments to measure proficiency levels, pass/fail rates and attendance data will be revised on a quarterly basis.

6 Describe how the plan and process will be monitored and evaluated.

Data will be reviewed each quarter. Students with high absenteeism, low/failing grades and behavior concerns will be identified for intervention strategies.

7 Provide budget to show alignment with the plan.

31A At Risk funds, PBIS funds and School Improvement funds will support the strategies listed in items #3 and #4.
**Goal: Student RIT Math scores on the NWEA will increase.**

1. What multiple data sources were used to determine the need?
   The NWEA Assessment Summary report for Tinkham for the 2016-2017 School year, DNA Pivot Reports that compare pre/post test proficiency, pass/fail rates and attendance data.

2. Write a Measurable goal.
   Our spring building average RIT score on NWEA for Math will increase from 198.3 to 200.3 for students attending 85% of their classes by June 2018.

3. Describe the strategies and activities that will be used for the goal.
   **Strategy 1: New Attendance Policy**
   We believe that for our students to be able to show adequate progress and proficiency, they need to be in attendance on a regular basis. To attack this issue in the Alternative High School setting, we have adopted an Early Warning System to alert our School Social Worker of students who we feel may need additional support/resources. This program would be tracked, and would also include meetings with the students’ support systems in and outside of the school. Follow up with each student’s situation is important to be certain that we are seeing growth and improvement in their attendance. If there is no sign of a change, then that plan will be revisited, all student support systems will reconvene and develop a new plan.

   **Strategy 2: Teaching with Purpose**
   With the school district’s recent adoption of the 5 Dimensions of Teaching and Learning from the Center for Educational Leadership (CEL), we have a more directed focus on the instructional core within each classroom, including the teacher, student, and content. With this new structure for evaluation, it encourages our teaching staff to provide opportunities for our students to play a key role in their academic learning goals. We also utilize district content meetings for each of our department teachers to stay up to date on any state/federal/district level changes to their curriculum.

4. What are the professional learning needs for staff and parents necessary to implement the
strategies and activities?

- Clear understanding of attendance policy for staff, students and parents
- Clear understanding of PBIS policy and procedures
- Professional Development for staff on reading strategies per subject area
- Professional Development for Staff on Alternative Education Design and Development
- Newsletters for staff and parents to communicate school activities
- Staff participation in District Content Meetings

5 What future multiple data points will be used to determine if the goals are met?

NWEA assessments, pre/post assessments to measure proficiency levels, pass/fail rates and attendance data will be revised on a quarterly basis.

6 Describe how the plan and process will be monitored and evaluated.

As a staff, we will reconvene each quarter to go over our building level data regarding pass rate and attendance. Each group of educators will bring their individual class grades along with student corresponding attendance data to see if there is a correlation. With each quarter’s pass rate data, we will continue to work towards our goal of 80% of our students passing, or creating and/or sharing out new information from teacher to teacher in hopes of gaining insight into what has been effective with our unsuccessful student population.

7 Provide budget to show alignment with the plan.

We have not established a budget at this time to support our plan since we do not have enough trend data to justify any large purchases. Our new school structure has only been in place for one school year. We would like to be able to compare multiple years of successes and challenges prior to earmarking money in areas that may or may not be needed. We currently do not need to realign funds to support our strategies and activities. If we choose to realign funds to support our plan, we would work off of our 31a funding, PBIS funding, and School Improvement. These decisions will be made as a staff after need has been established.

**Goal: Credit Recovery Program**

1 What multiple data sources were used to determine the need?

- Pass/Fail rates from report card data.
- Attendance Data
2 Write a Measurable goal.

80% of our students will pass at least one class each quarter. For the 2016-17 school year, we had the following pass rate for each quarter: Quarter 1- 86%, Quarter 2- 75%, Quarter 3- 74%, Quarter 4- 61%.

3 Describe the strategies and activities that will be used for the goal.

Strategy 1: New Attendance Policy

We believe that for our students to be able to show adequate progress and proficiency, they need to be in attendance on a regular basis. To attack this issue in the Alternative High School setting, we have adopted an Early Warning System to alert our School Social Worker of students who we feel may need additional support/resources. This program would be tracked, and would also include meetings with the students’ support systems in and outside of the school. Follow up with each student’s situation is important to be certain that we are seeing growth and improvement in their attendance. If there is no sign of a change, then that plan will be revisited, all student support systems will reconvene and develop a new plan.

Strategy 2: Teaching with Purpose

With the school district’s recent adoption of the 5 Dimensions of Teaching and Learning from the Center for Educational Leadership (CEL), we have a more directed focus on the instructional core within each classroom, including the teacher, student, and content. With this new structure for evaluation, it encourages our teaching staff to provide opportunities for our students to play a key role in their academic learning goals. We also utilize district content meetings for each of our department teachers to stay up to date on any state/federal/district level changes to their curriculum.

4 What are the professional learning needs for staff and parents necessary to implement the strategies and activities?

- Clear understanding of attendance policy for staff, students and parents
- Provide Restorative Justice training for staff
- Provide trauma training for staff
- Clear understanding of PBIS policy and procedures
• Professional Development for Staff on Alternative Education Design and Development
• Newsletters for staff and parents to communicate school activities

5 What future multiple data points will be used to determine if the goals are met?

Pass/fail rates and attendance data will be revised on a quarterly basis.

6 Describe how the plan and process will be monitored and evaluated.

As a staff, we will reconvene each quarter to go over our building level data regarding pass rate and attendance. Each group of educators will bring their individual class grades along with student corresponding attendance data to see if there is a correlation. With each quarter’s pass rate data, we will continue to work towards our goal of 80% of our students passing, or creating and/or sharing out new information from teacher to teacher in hopes of gaining insight into what has been effective with our unsuccessful student population.

7 Provide budget to show alignment with the plan.

We have not established a budget at this time to support our plan since we do not have enough trend data to justify any large purchases. Our new school structure has only been in place for one school year. We would like to be able to compare multiple years of successes and challenges prior to earmarking money in areas that may or may not be needed. We currently do not need to realign funds to support our strategies and activities. If we choose to realign funds to support our plan, we would work off of our 31a funding, PBIS funding, and School Improvement. These decisions will be made as a staff after need has been established.
Assurances

1 School has Evidence of a Mission Statement.
   YES

2 The school has evidence of completing a comprehensive needs assessment.
   YES

3 The School has evidence of inviting and allowing school board members, school building
   administrators, teachers, other school employees, pupils, parents of pupils attending the
   school and other residents of the school district to voluntarily participate in the development,
   review and evaluation of the school improvement plan.
   YES

4 The school has evidence of a process to evaluate our school improvement plan.
   YES

5 The school has evidence that technology is being integrated into the curriculum to improve
   learning.
   YES

6 The school has evidence of building-level decision making.
   YES