



School Improvement Plan

Countryside Academy - Middle/High School

Countryside Academy

Mr. Scott Pfeiffer, Principal
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Benton Harbor, MI 49022-9629

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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?

Countryside Academy's Middle/High School is comprised of roughly 240 students from diverse backgrounds. Our student population is approximately 50% African-American, 40% White and 10% Hispanic/Latino. Approximately 85% of our students qualify for either free or reduce-cost lunches. It is located in rural Benton Township, Michigan. Most of our students come to us from the Benton Harbor Area Schools. During the last three years, Countryside has seen numerous changes, including new staff members in the middle school, a new middle/high school Principal and an influx of students who had not attended Countryside in prior years.

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.

Vision Statement - Countryside hopes to become a school that produces students who are critical and creative thinkers, responsible community participants and life-long learners.

Mission Statement - Countryside Academy's mission is to provide a unique, high-quality, educational experience for all students. Utilizing food, agriculture, renewable resources, and the environment (FARE) based thematic curriculum and activities, we concentrate on the development of fundamental learning skills. We offer students a wide variety of courses and extracurricular activities to enhance the experience that students have at Countryside.

Beliefs Statement - We believe in an educational program that teaches high order thinking skills, creative thinking, problem solving, communications, creativity, strategies for effective learning and working cooperatively, and respect for self and others, regardless of sex, race, age, creed or national origin.

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.

Countryside has out-performed the resident district on all state-mandated tests (MEAP, MME, ACT) throughout its history. That being said, we do not rest on our laurels and are actively working to improve the educational process and outcomes for our students. We plan to improve student performance on all major standardized tests in all subject areas going forward. Staff attend multiple professional development opportunities during the year where they learn new skills and present what they have learned on in-service days. Starting with the 2013-2014 school year, we will also be changing how we analyze data by incorporating expanded use of formative and summative assessment data to more quickly establish how well students have learned content and more accurately inform classroom practice going forward, so that teachers are re-teaching more targeted content.

Additional Information

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

Our staff is very dedicated to student learning and works tirelessly to make every student's experience at Countryside a positive one. Teachers are available before and after school for tutoring should students need it. We offer a growing variety of extracurricular activities that are both athletic and non-athletic in nature. Our graduates attend a variety of post-secondary educational offerings, including two-year community colleges, four-year colleges and universities, where most do not require non-credit bearing remedial coursework. High school students also have opportunities to take college classes on a dual enrollment basis, and can take career-focused classes at other high schools throughout Berrien County, depending on their interests. Select middle school students can take advanced math and English courses, allowing them to complete high school credits while still in 8th grade.

Improvement Plan Stakeholder Involvement

Introduction

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

Improvement Planning Process

Improvement Planning Process

Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.

All 6th-12th grade teachers were involved in the development of the School Improvement Plan and are considered true stakeholders. SIP meetings took place both after school and on professional development days. Teachers worked as members of content area teams to develop goals, strategies and activities that will be incorporated into classroom activities. Staff worked with the Principal to develop the School Process Rubrics and surveys.

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

6th-12th classroom teachers and support staff developed the plan by working as members of content area teams.

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

The final School Improvement Plan, completed in collaboration with teaching staff, will be disseminated and discussed during the school's first professional development day on August 28th, 2014. The plan will also be available as a .pdf on the school's website and a hard copy will be available in the high school office.

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, challenges, and directions for improvement based on an analysis of data and responses to a series of data related questions. This data collection and analysis process includes the identification of content area achievement gaps and reflections on causation. Please note that questions related to gaps and causes for a gap are marked with an asterisk (*). This diagnostic represents the various types of student data that should be continuously collected, reviewed, and analyzed in conjunction with other local school data. Completion of the SDA is required.

Student Enrollment Data

How do student enrollment trends affect staffing?

Student enrollment is a primary factor in staffing. As our enrollment has grown over the past two years, we have had to add additional staff. For instance, during 2013-2014, we have added a part-time English teacher in our high school

How do student enrollment trends affect staff recruitment?

When student enrollment increases, we must recruit new staff members to provide the best education that we can for our students.

How do student enrollment trends affect budget?

As we are a charter school, we do not draw revenue from a millage or bonds. Therefore, enrollment is the key factor in our budget. As enrollment increases, so does our budget. Likewise, when enrollment declines, so does our budget.

How do student enrollment trends affect resource allocations?

Depending on where the bulk of our students are, we may have to reallocate resources differently. If we experience a sudden increase in our middle school enrollment, additional staff may become necessary. If we see an increase in the number of students enrolled who have been identified as having reading problems, we may need to dedicate more time out of specials classes to get kids the reading support that they need. Particular to 2013-2014, we had to hire a part-time English teacher and have our high school English/Spanish teacher stop teaching English 9 so that we could offer multiple sections of Spanish I.

How do student enrollment trends affect facility planning and maintenance?

As our enrollment has grown, so have our facilities. For example, our school was able to build a new gymnasium during the summer of 2012. This expansion of facilities, along with increased enrollment, enabled us to hire a new custodian during the 2012-2013 school year, who works in the evenings.

How do student enrollment trends affect parent/guardian involvement?

Student enrollment trends increase absolute parental involvement, but our percentages of parents attending conferences and checking students grades online have remained fairly steady over the past few years.

How do student enrollment trends affect professional learning and/or public relations?

Public relations is a major element of our school since we are so depending on enrollment for funding. Typically, PR teams greet parents and members of the community as part of summer recruiting/outreach efforts. With more students enrolling, the teaching staff has more data to analyze.

What are the challenges you noticed based on the student enrollment data?

As we have observed growing enrollment, challenges that come about include crowding in classrooms and a shortage of full-size lockers in the middle school. We also have noticed that many of our students that are enrolling have deficits in learning skills and require remediation or credit recovery. We have also had to adjust our schedule to go to separate lunch periods for the middle and high school students.

What action(s) will be taken to address these challenges?

Expanded credit recovery program. Additional staff have been hired. New facilities have been constructed.

What are the challenges you noticed based on student attendance?

Most of our students have good attendance, but we do have several in both the middle and high schools that are considered to be truant. Their attendance problems make it difficult for them to keep up with their classes, and as such, they struggle to pass. This opens them up to the possibility of retention, mandatory participation in summer school or referral to our county Truancy Academy.

What action(s) will be taken to address these challenges?

We will be more proactive in contacting parents about their student's absences in the future. For example, instead of sending letters home when a student exceeds a given threshold, phone calls can be made that will constitute more immediate communication and hopefully more effective results.

Student Achievement Data for All Students

This area includes data questions.

Which content area(s) indicate the highest levels of student achievement?

Our highest levels of student achievement come in Reading as measured by MME and MEAP results. Social Studies is our second strongest area as measured by those same assessments.

Which content area(s) show a positive trend in performance?

While our reading scores have held somewhat steady, there is not much of a positive up-tick in year-over-year results at the present time. Our Social Studies MME results in 2012-2013 were an improvement overall 2011-2012, but it is perhaps too early to identify this as a trend.

In which content area(s) is student achievement above the state targets of performance?

We currently have no areas of student achievement that are above the state's targets of performance.

What trends do you notice among the top 30% percent of students in each content area?

Our top 30% is not trending too much in one direction or the other. Analysis of past standardized assessments reveals that our top 30% of students is roughly the same on each test, with the exception of students who have transferred out of Countryside over the years. This indicates that there is very little mobility for students who are in the bottom 30%, and this is an issue that we need to address through more targeted re-teaching and the providing of various interventions to get students the support they need.

What factors or causes contributed to improved student achievement?

Our school has very high expectations of students with regard to behavior and academics. For example, a student who receives five discipline referrals can be removed from the school by our Board of Directors. We also use numerous other smaller-scale behavior interventions to try to limit student misbehavior. In our middle school, the grade scale does not have the letter D, so students need to push that much harder to pass their courses. This sets them up for success in high school.

How do you know the factors made a positive impact on student achievement?

Middle school students learn better study habits and skills because it is harder to pass their classes at Countryside than it is at other schools. Our data reflects that students who attend Countryside for three years of middle school out-perform non-middle school attending peers on high school assessments such as the EXLPLORE, PLAN, ACT and MME.

Which content area(s) indicate the lowest levels of student achievement?

Our lowest areas of achievement right now are in Math and Science.

Which content area(s) show a negative trend in achievement?

Science.

In which content area(s) is student achievement below the state targets of performance?

Math and Science.

What trends do you notice among the bottom 30% of students in each content area?

As alluded to earlier, our bottom 30% of students is a group that is relatively fixed. Once a student is in the bottom 30%, they are highly unlikely to "climb" into the middle 40% or top 30%.

What factors or causes contributed to the decline in student achievement?

Our student achievement scores are adversely affected by the fact that we receive many students into our high school who are lacking in basic academic skills. As a result, they struggle to catch up and can not close the gap by the time they take the MME as Juniors. This has the effect of pulling our scores down.

How do you know the factors made a negative impact on student achievement?

Our data shows that students who have been at Countryside for three years or longer consistently out-perform students who are new to Countryside on all standardized assessments, such as MEAP, EXPLORE, PLAN, ACT and MME.

What action(s) could be taken to address achievement challenges?

Starting with the 2013-2014 school year, intervention time for all students has been built into the master schedule of our middle school. This time will allow students that require extra assistance the time they need to receive it during the school day, as opposed to offering tutoring after school, which, due to transportation problems, students are often unable to attend. Our high school will be going through a similar process, and we plan to pilot intervention time as part of the high school day during the second half of the 2013-2014 school year.

Subgroup Student Achievement

Statement or Question: Which subgroup(s) show a trend toward increasing overall performance?

Response:

- White
- Female
- Economically Disadvantaged

Statement or Question: For which subgroup(s) is the achievement gap closing?*

Response:

- Female
- Economically Disadvantaged

In what content areas is the achievement gap closing for these subgroups?*

Reading

How do you know the achievement gap is closing?*

MEAP and MME scores

What other data support the findings?

Marking period grades in classes.

What factors or causes contributed to the gap closing? (Internal and External)*

We are seeing a small group of students that have better parental support in our middle school. Because of our small size, a few students' scores can have a big impact on our overall achievement.

How do you know the factors made a positive impact on student achievement?

Involved parents who hold their students accountable result in better educational outcomes.

What actions could be taken to continue this positive trend?

Form a parent advisory committee headed by parents to provide assistance to other parents.

Statement or Question:Which subgroup(s) show a trend toward decreasing overall performance?

Response:

- Male

Statement or Question:For which subgroup(s) is the achievement gap becoming greater?*

Response:

- Male

In what content areas is the achievement gap greater for these subgroups?*

Math and Science

How do you know the achievement gap is becoming greater?*

Longitudinal MME and MEAP analysis

What other data support the findings?*

Discipline referrals

What factors or causes contributed to the gap increasing? (Internal and External)*

Influx of new students who struggle to adjust to our way of doing things

How do you know the factors lead to the gap increasing?*

If students are removed from classrooms for disciplinary reasons, they miss out on vital instruction.

What actions could be taken to close the achievement gap for these students?*

School Improvement Plan

Countryside Academy - Middle/High School

A more thorough orientation process to more effectively explain our academic and behavior standards.

How is each of the English Language Learners (ELLs) demographics achieving in comparison to the school aggregate?

Favorably. Data indicates that most of our ELL students perform comparably to our overall student population.

How do you ensure that students with disabilities have access to the full array of intervention programs (Title 1, Title III, Section 31a, credit recovery programs, after-school programs, etc.)?

Special Education students are mainstreamed into general education classes whenever possible. They also receive instruction with a dedicated Special Education teacher and depending on the IEP of the student involved, students can seek out the Special Education for more time if needed. In the middle school, Special Education students receive reading and math intervention services through Title I.

How are students designated 'at risk of failing' identified for support services?

Teachers meet to discuss student progress based on classroom grades and standardized assessment data, particularly EdPerformance scores. If a student's EdPerformance results indicate a low reading or math proficiency level and the student is struggling in core classes, and intervention plan is put into place.

What Extended Learning Opportunities are available for students (all grade configurations respond)?

High school students take dual enrollment classes at the local community college. Middle school students can take high school classes if they are academically able to do so.

Label	Question	Value
	What percentages of students participate in Extended Learning Opportunities, either for additional support or increased challenge?	40.0

What is the school doing to inform students and parents of Extended Learning Opportunities?

Information about programs is disseminated at back to school nights, parent-teacher conferences and community events. Teachers also recommend students for extended learning opportunities and inform parents on an individual basis.

Label	Question	Value
	What is the total FTE count of teachers in your school?	15.0

School Improvement Plan

Countryside Academy - Middle/High School

Label	Question	Value
	How many teachers have been teaching 0-3 years?	4.0

Label	Question	Value
	How many teachers have been teaching 4-8 years?	6.0

Label	Question	Value
	How many teachers have been teaching 9-15 years?	2.0

Label	Question	Value
	How many teachers have been teaching >15 years?	2.0

What impact might this data have on student achievement?

New teachers often take time to become effective practitioners. With multiple new staff members this year, it would be logical to assume that there may be a slight decrease in student achievement as measured by test scores.

Label	Question	Value
	Indicate the total number of days for teacher absences due to professional learning or professional meetings.	20.0

Label	Question	Value
	Indicate the total number of days for teacher absences due to illness.	22.0

What impact might this data have on student achievement?

If teachers miss days due to illness of professional development, there will be an impact on student learning. Countryside has dedicated staff members that do not miss many days during the school year.

Perception Data - Students

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

According to student surveys, students are happy with our teachers. They believe that their teachers care about them and want them to succeed. They also express satisfaction because Countryside is a safe school and they do not fear being attacked or having to fight.

Which area(s) show a positive trend toward increasing student satisfaction?

Caring teachers, good academic environment, safe environment.

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

School lunches, drama, school technology

Which area(s) show a trend toward decreasing student satisfaction?

Lunches, technology

What are possible causes for the patterns you have identified in student perception data?

Kids don't like our lunches. Our school computers are most definitely due for an upgrade.

What actions will be taken to improve student satisfaction in the lowest areas?

There are plans to outfit our computer labs with new computers.

Perception Data – Parents/Guardians

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

Good learning environment, caring teachers, safe environment, high academic expectations, frequent communication from school teachers and administrators.

Which area(s) show a trend toward increasing parents/guardian satisfaction?

Good learning environment, caring teachers, safe environment, high academic expectations.

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

Lack of extracurricular activities, facilities (middle school.)

Which area(s) show a trend toward decreasing parents/guardian satisfaction?

Lack of extracurricular activities, facilities (middle school.)

What are possible causes for the patterns you have identified in parent/guardian perception data?

As our middle school building gets older, it is in less and less good condition. Due to our small size, we can not offer a full complement of extracurricular activities.

What actions will be taken to increase parent/guardian satisfaction in the lowest areas?

We hope to expand our current facilities within a couple of years and build a new middle school building. As enrollment grows, more extracurricular activities will be offered.

Perception Data – Teachers/Staff

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

Good working relationships with colleagues, satisfied with classes they teach, the school pays for many professional development opportunities.

Which area(s) show a trend toward increasing teacher/staff satisfaction?

Good working relationships with colleagues, satisfied with classes they teach, the school pays for many professional development opportunities.

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

Low pay

Which area(s) show a trend toward decreasing teacher/staff satisfaction?

None

What are possible causes for the patterns you have identified in staff perception data?

Because we are a small school with a very limited budget, we are unable to pay our staff what they would make in a traditional public school district.

Other

How does your school use the MiPHY online survey health risk behavior results to improve student learning? (Enter N/A if you have not completed the MiPHY survey.)

N/A

Describe how decisions about curriculum, instruction and assessment are made at this school and which stakeholders are involved in the process.

Teachers and administrators are the stakeholders in curriculum, instruction and assessment matters. Teachers meet regularly to discuss topics related to those issues. Each department also meets with the Principal once per month to discuss concerns, study problems and propose solutions.

What evidence do you have to indicate the extent to which the standards are being implemented?

Staff have attended numerous professional development opportunities, and some have even led professional development opportunities at our regional educational service agency. We have also purchased new CCSS-aligned textbooks in the past couple of years as part of the transition. Teachers have incorporated SBAC performance tasks into their classes to help students prepare for those assessments.

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	Middle School/High School (Not Applicable)	

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	www.countrysideacademy.org	

Label	Assurance	Response	Comment	Attachment
	Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.	Yes	Career Cruising	

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

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		

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	Ed Nickel - Business Manager 4800 Meadowbrook Road Benton Harbor, MI 49022 269-944-3319 ext. 107	

School Improvement Plan

Countryside Academy - Middle/High School

Label	Assurance	Response	Comment	Attachment
	The institution has a School-Parent Involvement Plan (that addresses Section 1118 activities) that is aligned to the District's Board Policy. If yes, please attach the School-Parent Involvement Plan below.	Yes		

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

Label	Assurance	Response	Comment	Attachment
	The School has additional information necessary to support your improvement plan (optional).	Yes		2013-2014 Professional Development Plan

Health and Safety (HSAT) Diagnostic

Introduction

The content for this tool comes directly from the Healthy School Action Tool (HSAT) Assessment (<http://www.mihealthtools.org/hsat>), an online tool for school buildings to assess its school health environments. These assurances are designed to help school improvement teams think about conditions for learning in their school, specifically related to student health and safety, and develop strategies in their school improvement plan to address any identified needs.

This diagnostic is optional and should be completed only if you took the HSAT.

Health and Safety (HSAT)

The following assurances come directly from the [Healthy School Action Tool \(HSAT\) Assessment](http://www.mihealthtools.org/hsat), an online tool for school buildings to assess their school health environments. If your school completed the HSAT in the past year, you may refer back to your report to answer the following assurances. Responses to these assurances are necessary - whether you've completed the HSAT or not. These assurances are designed to help school improvement teams think about conditions for learning in their school, specifically related to student health and safety, and develop strategies in their school improvement plan to address any identified needs.

	Statement or Question	Response	Rating
Question 1	Our School has a written policy on school safety that supports proactive, preventative approaches to ensure a safe school environment.	Written Policy, but not fully implemented	N/A

	Statement or Question	Response	Rating
Question 2	All teachers in our school have received professional development in management techniques to create calm, orderly classrooms.	Yes	N/A

	Statement or Question	Response	Rating
Question 3	Our school communicates all of our health and safety policies to students, staff, substitute teachers, parents and visitors through the parent handbook or newsletter at least once a year.	Yes	N/A

	Statement or Question	Response	Rating
Question 4	Our school has used data from a student health/safety assessment at least once in the past two years to assist in planning actions that will improve our school's environment and/or to determine the impact of changes that we have made on student attitudes and behaviors.	Yes	N/A

	Statement or Question	Response	Rating
Question 5	Our school has taken action on the Michigan State Board of Education Policy on Comprehensive School Health Education.	Adopted policy, fully implemented	N/A

	Statement or Question	Response	Rating
Question 6	All teachers who provide health education instruction received annual professional development/continuing education specifically related to health education.	Yes	N/A

School Improvement Plan

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	Statement or Question	Response	Rating
Question 7	The health education curriculum used in our school is the Michigan Model for Health® Curriculum.	Yes	N/A

	Statement or Question	Response	Rating
Question 8	The health education curriculum used in our school involves student interaction with their families and their community.	Yes	N/A

	Statement or Question	Response	Rating
Question 9	Our school has taken action on the Michigan State Board of Education Policy on Quality Physical Education.	Adopted policy, but not fully implemented	N/A

	Statement or Question	Response	Rating
Question 10	At our school, physical education teachers annually participate in professional development specific to physical education.	No	N/A

	Statement or Question	Response	Rating
Question 11	Our school uses the Exemplary Physical Education Curriculum (EPEC)	Other curriculum	N/A

	Statement or Question	Response	Rating
Question 12	At least three times during the past 12 months, our school offered programs, activities or events for families about physical activity.	No	N/A

	Statement or Question	Response	Rating
Question 13	Our school offers the following amount of total weekly minutes of physical education throughout the year.	60-90 minutes at elementary level, 106-135 minutes at middle/high level	N/A

	Statement or Question	Response	Rating
Question 14	Our school has taken action on the Michigan State Board of Education Policy on Nutrition Standards.	Adopted policy, but not fully implemented	N/A

	Statement or Question	Response	Rating
Question 15	The food service director/manager participated in professional development related to food or nutrition during the past 12 months.	No	N/A

School Improvement Plan

Countryside Academy - Middle/High School

	Statement or Question	Response	Rating
Question 16	The food service director/manager supports/reinforces in the cafeteria what is taught in health education.	Yes	N/A

	Statement or Question	Response	Rating
Question 17	During the past 12 months, our school collected information from parents to help evaluate/improve school meals or foods offered a la carte, in concessions, school stores, vending machines, or as a part of classroom celebrations/parties or at school events.	No	N/A

	Statement or Question	Response	Rating
Question 18	Our school makes a good faith effort to ensure that federally reimbursable school nutrition programs are the main source of nutrition at school rather than vending or a la carte.	Yes	N/A

	Statement or Question	Response	Rating
Question 19	Our school has a health services provider or school nurse accessible to students.	No	N/A

	Statement or Question	Response	Rating
Question 20	Our school has a written policy on school safety that involves parents, and broader community, in collaborative efforts to help ensure a safe school environment.	Written policy, fully implemented	N/A

	Statement or Question	Response	Rating
Question 21	Our school has a system in place for collecting relevant student medical information.	Yes	N/A

	Statement or Question	Response	Rating
Question 22	Our school has taken action on the Michigan State Board of Education Positive Behavior Support Policy.	Adopted policy, but not fully implemented	N/A

	Statement or Question	Response	Rating
Question 23	During the past 12 months, the school counseling staff has provided professional development to school health staff about identification and referral of students related to violence and suicide prevention.	Yes	N/A

School Improvement Plan

Countryside Academy - Middle/High School

	Statement or Question	Response	Rating
Question 24	During the past 12 months, the school counselor/psychologist/social worker offered information to students (presentations, materials, individual or group counseling activities, events) about bullying, harassment and other peer to peer aggression.	Yes	N/A

	Statement or Question	Response	Rating
Question 25	During the past 12 months, the school counselor/psychologist/social worker has collaborated with appropriate school staff or community agencies to implement programs or activities related to bullying, harassment and other peer to peer aggression.	Yes	N/A

	Statement or Question	Response	Rating
Question 26	During the past 12 months, the school counseling staff identified students who are at risk of being victims or perpetrators of violence.	Yes	N/A

	Statement or Question	Response	Rating
Question 27	Our school's mission statement includes the support of employee health and safety.	No	N/A

	Statement or Question	Response	Rating
Question 28	During the past year, our school supported staff participation in health promotion programs by having a budget for staff health promotion.	No	N/A

	Statement or Question	Response	Rating
Question 29	During the past year, our school supported staff in healthy eating by providing healthy food choices at staff meetings.	Yes	N/A

	Statement or Question	Response	Rating
Question 30	Our school has a written family involvement policy that advocates for strong connections between the home, school and the community as a means of reducing barriers to student achievement.	Written Policy, but not fully implemented	N/A

	Statement or Question	Response	Rating
Question 31	Our school has a parent education program.	No	N/A

School Improvement Plan

Countryside Academy - Middle/High School

	Statement or Question	Response	Rating
Question 32	During the past 12 months, our school collected information from parents to help evaluate/improve school health education in our school.	No	N/A

	Statement or Question	Response	Rating
Question 33	During non school hours the community has access to indoor facilities for physical activity (such as gym, weight room, hallway for walking, pool, basketball court).	Access to some indoor facilities	N/A

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 conducted?

All 6th-12th teaching staff collaboratively review data by both department and for the school as a whole to determine the school's needs. On a follow-up in-service day, the results were shared and opportunities were made to re-work what was developed.

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?

Staff collaboratively review both classroom grades and either EdPerformance scores (middle school) or EXPLORE and PLAN scores (highschool) or MAZE results (both schools) to determine which students need additional support.

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.

NWEA scores, MEAP scores and EXPLORE and PLAN scores, MAZE score SmarterBalanced Assessment scores.

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.

N/A

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.

Students in middle school who are identified as struggling with reading based on NWEA results receive reading intervention support for thirty minutes per day, four days per week. Students who score at Not Proficient levels on the MEAP or other state assessment in Reading are also identified for supplemental reading assistance.

Component 3: Incorporated Into Existing School Program Planning

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

We examine and revise our plan during in-service days. This allows us to work on both plans at the same time, so we make sure that our plan is in sync with the School Improvement Plan.

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?

Our Multi-Tiered Support System, expanding in the middle school in 2014-2015, and in the high school at the classroom level for the 2014-2015 school year..

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

Marzano's Five-Step Process for Vocabulary Development (Classroom Instruction that Works, 2001), The Effects of Feedback Interventions on Performance: A Historical Review, a Meta-Analysis, and Preliminary Feedback Intervention Theory. Kluger, A.N. , & DeNisi, A. (1996.), Building Background Knowledge for Academic Achievement: Research on What Works in Schools. Alexandria, VA: ASCD Psychological Bulletin, "Mathematical Problem Solving," by James W. Wilson, Maria L. Fernandez and Nelda Hadaway from the University of Georgia Department of Mathematics Education,

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

Our data indicate that students who attend after school tutoring regularly out-perform their peers on classroom assessments and standardized tests. Also, middle school Multi-Tiered Systems of Support program allows students to hone basic skills and provides challenge opportunities for more advanced students.

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

We make an effort to prevent pulling students from core instruction to receive supplemental services. Our middle school schedule has built in intervention time for all students. If necessary, students are pulled from specials classes as well. In the high school, interventions will be made in the classroom environment starting with the 2014-2015 school year.

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?

Our Title I Reading Interventionist works closely with general education teachers in the identification of students who would benefit from reading support services, as well as scheduling those students so they can work with her and not lose core class instruction. Students with Limited English Proficiency are pulled from elective or specials classes to work with our ELL specialist multiple times per week.

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.

N/A

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 of our staff members are certified in the content areas and grade levels at which they work as per NCLB requirements.	

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 of our teachers are certified for the appropriate grade level and subject matter for which they teach. Copies of their certifications can be found in their personnel files.	

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?

Staff will be trained in the basics of Response to Intervention (RtI) for the upcoming school year. Several staff will attend a conference this August, and training the rest of the staff will be done on in-service days prior to the start of the school year. Teachers are also encouraged to attend professional development opportunities that will help them to improve their effectiveness.

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?

Professional Development events in reading instruction and differentiated instruction, weekly PLC meetings

Label	Assurance	Response	Comment	Attachment
	3. Your school's professional development/learning plan or calendar is complete.	Yes	Please see attached document.	2014-2015 PD Plan

Component 8: Strategies to Increase Parental Involvement

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

Parents are solicited for feedback with regard to their opinions as to how their students are benefiting and they are asked what changes they would like to see made.

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

Parents are notified of their student's recommendation for support services. They are given regular feedback on student progress. Parent support and involvement is key to our efforts.

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 provide feedback via anonymous surveys during and at the end of the school year. They are also encouraged to regularly communicate questions and concerns regarding their student's progress	

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

5. Describe how the parent involvement activities are evaluated.

The Reading Interventionist, English Teachers and Principal analyze parental feedback to determine what changes need to be made to the program.

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

The Principal and selected teachers met with two parents to develop the plan. Parents provided ideas for how to make the plan work from their perspective, and the Principal prepared the final document.

School Improvement Plan

Countryside Academy - Middle/High School

Label	Assurance	Response	Comment	Attachment
	7. Do you have a Title I School-Parent Compact?	Yes	Please see attached document.	School-Parent Compact

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

Depending on the parent's needs, we arrange to have an interpreter, typically our high school Spanish teacher, present at meetings with parents. The high school Spanish teacher also prepared a template document in Spanish which we mail home to parents. We do not have parents who speak languages other than English or Spanish.

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

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

N/A We are not an elementary school.

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.

Our staff works very well together to ensure that different programs do not undermine or conflict with each other. This is true with regard to scheduling, resources and personnel utilized. In fact, due in part to our small size, programs and services work so well together that it is difficult for students and parents to distinguish them from each other.

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.

All our staff have been trained in CHAMPs classroom management techniques and those same techniques and expectations are used throughout the school.

Component 10: Ongoing Review of Student Progress

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

Students that are identified for services receive more frequent assessment of their abilities than those students who do not receive services. Student data is reviewed monthly. Based on more frequent assessment results, changes can be made to make the assistance more effective. Or, as has happened before, a student can "test out" of the program if they demonstrate significant improvement in their skills.

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.

Based on assessment data, students are placed in groups of similarly-skilled students. As students progress throughout the year, these groups change.

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 must pass a literacy methods class as part of the Professional Certification process. Teachers also have learned to analyze data by working collaboratively to determine which students need additional assistance.

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.

Staff examine Spring EdPerformance/NWEA results, as well as first and second semester grade data, to determine student progress. Once this information is established, evaluations as to the programs's effectiveness can be made. We make decisions about the resources used in the program as well as the amount of time kids should receive

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.

We analyze the effectiveness of the program using year-over-year state assessment and NWEA/EdPerformance data.

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.

We determine whether the program has been effective by examining how many students that received services met their growth goals as determined by EdPerformance/NWEA. We also examine year-over-year state assessment data to see if students that are receiving services are improving, holding steady or declining in regard to state assessment performance level.

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.

The Principal and staff meet three times per year (twice on two different in-service days throughout the year and once during the summer) to examine the plan and revise it. Examining the plan during the school year typically involves making sure that we are following best practices and are aware of what is in the plan. The meeting during the summer is when changes are made to the plan, based on assessment results from during the most recent school year.

2014-2015 School Improvement Plan

Overview

Plan Name

2014-2015 School Improvement Plan

Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students at Countryside Academy High School/Middle School will become proficient in Math.	Objectives: 2 Strategies: 5 Activities: 7	Academic	\$100
2	All Students at Countryside Academy High School/Middle School will become proficient in Social Studies.	Objectives: 3 Strategies: 6 Activities: 10	Academic	\$0
3	All Students at Countryside Academy High School/Middle School will become proficient in Science.	Objectives: 3 Strategies: 3 Activities: 5	Academic	\$0
4	All Students at Countryside Academy High School/Middle School will become proficient in English Language Arts.	Objectives: 4 Strategies: 9 Activities: 10	Academic	\$37866
5	All Students at Countryside Academy High School/Middle School will become proficient writers.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0

Goal 1: All students at Countryside Academy High School/Middle School will become proficient in Math.

Measurable Objective 1:

90% of Sixth, Seventh and Eighth grade students will demonstrate a proficiency by increasing their scores by 10% in Mathematics by 06/12/2015 as measured by standardized state assessment test results..

Strategy 1:

Differentiated Instruction - Teachers will differentiate instruction by using multiple teaching strategies to engage individual students. Techniques will include use of cross-curricular activities, integrating technology, small group instruction, collaborative learning, student led instruction, and focus on essential questions.

Tier:

Activity - Technology	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Use of Edmodo in the classroom and teacher iPad as supplemental resources.	Technology			09/02/2014	06/12/2015	\$0	No Funding Required	Middle and High School Staff Members Scott Pfeiffer, Middle/High School Principal
Activity - Small group instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be assigned groups with mixed ability levels to work on math concepts that have been taught as whole class instruction previously.	Academic Support Program			09/02/2014	06/12/2015	\$0	No Funding Required	Middle and High school math teachers Scott Pfeiffer, Principal

Strategy 2:

Rtl Program - Students will receive academic support and reinforcement of essential skills and content in mathematics during Rtl time.

Research Cited: Buffum, Mattos and Weber, 2011.

Tier: Tier 1

School Improvement Plan

Countryside Academy - Middle/High School

Activity - Rtl Classes	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students will participate in our Rtl program. Students will be given an initial screener during the first week of school that determines their competency in several essential mathematical skills as determined by staff. Students will then be grouped based on proficiency and given extra opportunities to practice skills and learn concepts in which they are currently struggling. Students will then be assessed on those skills and concepts approximately once every two weeks, using assessments developed by staff. Once they demonstrate proficiency with a given skill or concept, they will advance to the next skill or concept. This process will continue throughout the school year. Advanced students will have the option of either assisting teachers in the facilitation of Rtl sessions, or they can work on mastery of advanced skills and concepts. Rtl sessions will be part of the master schedule and will be a full class period in length. Each student will receive a minimum of three Rtl sessions per week.	Academic Support Program	Tier 1	Getting Ready	09/02/2014	06/03/2016	\$0	No Funding Required	Middle school teachers Middle/High School Principal

Measurable Objective 2:

90% of Eleventh grade students will demonstrate a proficiency by improving their score by 10% in Mathematics by 06/12/2015 as measured by student outcomes on state standardized testing..

Strategy 1:

Basic Skills Maintenance - All middle and high school teachers will participate in the responsibility to help students maintain basic math skills in addition to teaching new content.

Tier:

Activity - Weekly Skills Maintenance Worksheets	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Countryside Academy - Middle/High School

Students will be required to complete weekly assignments that review basic arithmetic skills.	Direct Instruction			09/02/2014	06/12/2015	\$0	General Fund	Middle School and High School Teachers Hilary Furney, Math Interventionist Lori Skinner, e2020 Scott Pfeiffer, Middle and High School Principal
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Strategy 2:

Problem Solving Strategy - The math department will use a problem solving strategy that incorporates both linear and cyclical methods that will be used in grades 6th-12th. This strategy will be displayed and emphasized in all math classrooms.

Research Cited: "Mathematical Problem Solving" by James W. Wilson, Maria L Fernandez, and Nelda Hadaway from the University of Georgia Department of Mathematics Education.

Tier:

Activity - Exploring Problem Solving Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Challenge problems will be used as class openers that will highlight the benefits of various problem solving strategies and also serve to teach mathematical content. Additionally, a math showcase will present a monthly challenge. problem to all high school math students.	Direct Instruction			09/02/2014	06/12/2015	\$0	No Funding Required	All high school math instructors.

Activity - Develop a problem solving binder	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be assigned a weekly word problem that will be solved and showcased in their portfolio.	Professional Learning			09/02/2014	06/12/2015	\$100	General Fund	Middle and High School Math Teachers Scott Pfeiffer, Principal

School Improvement Plan

Countryside Academy - Middle/High School

Strategy 3:

High School Rtl Program - All students will participate in Rtl classes that will provide them with an opportunity to reinforce essential mathematics skills and concepts.

Research Cited: Buffum, Mattos and Weber, 2011.

Tier: Tier 1

Activity - High School Rtl Classes	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students will participate in our Rtl program. Students will be given an initial screener during the first week of school that determines their competency in several essential mathematical skills as determined by staff. Students will then be grouped based on proficiency and given extra opportunities to practice skills and learn concepts in which they are currently struggling. Students will then be assessed on those skills and concepts approximately once every two weeks, using assessments developed by staff. Once they demonstrate proficiency, they will advance to the next skill or concept. This process will continue throughout the school year. Advanced students will have the option of either assisting teachers in the facilitation of Rtl sessions, or they can work on mastery of advanced skills and concepts. Rtl sessions will be held during the school day once per week. Time for the Rtl sessions will be created by shaving ten minutes off of each regular class period once per week.	Academic Support Program	Tier 1	Getting Ready	09/02/2014	06/03/2016	\$0	General Fund	High School teachers, Middle/High School Principal

Goal 2: All Students at Countryside Academy High School/Middle School will become proficient in Social Studies.

Measurable Objective 1:

90% of Ninth grade students will demonstrate a proficiency by increasing their score by 10% in Social Studies by 06/12/2015 as measured by state assessment test results..

Strategy 1:

Civics - Students will spend more class time focusing on and exploring the field of civics. Students need to take Civics as sophomores so they will be prepared to take this test.

Research Cited: 77% of students struggled in the civics section of the 2014 MEAP.

Tier:

School Improvement Plan

Countryside Academy - Middle/High School

Activity - Government and You	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be expected to identify and explain the connection between actions/processes of the government and the lives of the American people. "Ex. students will analyze how social welfare programs have been accepted and used by the American public."	Direct Instruction			09/04/2012	06/13/2014	\$0	General Fund	Kandice Teutsch, Middle School Social Studies Teacher Jim Hicks and Robert Cook, High School Social Studies Teachers Scott Pfeiffer, Middle and High School Principal

Activity - Forms of Government	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will use a classroom research project to investigate and then explain to their classmates the functions of specific forms of government (alternatives to democracy).	Direct Instruction			02/18/2013	06/06/2014	\$0	No Funding Required	Mrs. Teutsch, Mr. Hicks, Mr. Cook

Strategy 2:

Economics - Students will spend increased class time working in the content area of economics.

Research Cited: Lower scores in the field of Economics on the 2014 MEAP

Tier:

Activity - Types of Economies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will conduct research, compare and contrast, and analysis of the types of economies that currently exist. They will focus on incentives for workers, as well as benefits and disadvantages of the system.	Direct Instruction			02/18/2013	06/06/2014	\$0	No Funding Required	Mrs. Teutsch, Mr. Hicks, Mr. Cook

Strategy 3:

American History - Students will spend more time attaching events to the linear/casual story of America: i.e. impacts of the Constitution on early Americans and the

School Improvement Plan

Countryside Academy - Middle/High School

developing government.

Research Cited: Scores on the 2014 MEAP seemed lowest on the "big picture" strands rather than finite concepts.

Tier:

Activity - Government and History	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will learn to apply their knowledge of the American government to the evolution of the country. They will demonstrate the ability to not only explain the Constitution but argue how it has worked to resolve major issues among the American people.	Direct Instruction			02/18/2013	06/06/2014	\$0	No Funding Required	Mrs. Teutsch, Mr. Hicks, Mr. Cook

Activity - Causality	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will spend time examining casual relationships. Then, the instructors will guide the students through the process of examining the interconnectivity of history. Students will then demonstrate their ability to link events with causal statements, i.e. "how did early migration effect the development of the American colonies."	Direct Instruction			02/18/2013	06/06/2014	\$0	No Funding Required	Mrs. Teutsch, Mr. Hicks, Mr. Cook, Mrs. McRevan

Measurable Objective 2:

50% of Eleventh grade students will demonstrate a proficiency by scoring Proficient in Social Studies by 06/12/2015 as measured by student outcomes on the state assessment test.

Strategy 1:

Project-Based Learning - Throughout the school year students in high school social studies classes will engage in NGA-aligned cooperative group work projects and activities designed to maximize student learning of objectives. Teachers will supervise and facilitate these activities.

Research Cited: Marzano

Tier:

Activity - Periodic Table of World Leaders	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Countryside Academy - Middle/High School

Students will complete a Periodic Table of leaders throughout World History by analyzing information about each one and ranking them on a number of scales.	Other			09/04/2012	06/13/2014	\$0	General Fund	Jim Hicks, High School Social Studies Teacher Robert Cook, High School Social Studies Teacher Scott Pfeiffer, Middle and High School Principal
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Measurable Objective 3:

50% of Ninth grade students will demonstrate a proficiency in targeted skills in Social Studies by 06/12/2015 as measured by standardized test.

Strategy 1:

Map Skills - At least once per unit students, at all levels, will spend time using, interpreting, or manipulating a map.

Tier:

Activity - Maps	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be given a map, of the same type as those provided on the MEAP test, and a clear set of directions. The students will work to interpret the information, demonstrate an understanding of its meaning, and analyze the importance or connection to other areas of curriculum.	Direct Instruction			09/03/2013	06/06/2014	\$0	No Funding Required	Mrs. Teutsch, Mr. Hicks, Mr. Cook
Activity - 5 Themes	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will use classroom map activities to explore, explain, and analyze the 5 themes of Geography with a focus on Regions	Direct Instruction			09/02/2013	06/02/2014	\$0	No Funding Required	Mrs. Teutsch, Mr. Hicks, Mr. Cook

Strategy 2:

Cultural Diversity - Students will learn through classroom activities and lectures to identify, explain, and analyze differences among cultures and their relation to cultural diffusion.

Tier:

School Improvement Plan

Countryside Academy - Middle/High School

Activity - Religions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will learn the basic foundations and beliefs of each major world religion, the students will learn to connect the tenants of the religion to the pillars of the corresponding culture.	Direct Instruction			09/02/2013	06/06/2014	\$0	No Funding Required	Mrs. Teutsch, Mr. Hicks, Mr. Cook
Activity - Cultural Diffusion	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will use maps to explain how cultural traits traveled and exchanged between groups. The students will then analyze the changes each culture experiences as the process of cultural diffusion occurs.	Direct Instruction			09/03/2013	06/06/2014	\$0	No Funding Required	Mrs. Teutsch, Mr. Hicks, Mr. Cook

Goal 3: All Students at Countryside Academy High School/Middle School will become proficient in Science.

Measurable Objective 1:

50% of Eighth grade students will demonstrate a proficiency by being deemed Proficient or Advanced Proficient in Science by 06/12/2015 as measured by student outcomes on the 8th grade State Science Assessment..

Strategy 1:

Drawing Conclusions - Students will collect, graph and analyze data in an effort to make predictions and draw conclusions about various scientific phenomena.

Research Cited: Marzano.

Tier:

Activity - Eco-System Lab	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will observe and measure temperate, water, food sources and the color of anoles data in an ongoing laboratory activity. Students will graph collected data and analyze it to determine which conditions are most favorable for anole growth.	Direct Instruction			09/09/2013	06/12/2015	\$0	General Fund	Melissa Beckmann, Middle School Science Teacher Scott Pfeiffer, Middle and High School Principal

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Countryside Academy - Middle/High School

Measurable Objective 2:

50% of Eleventh grade students will demonstrate a proficiency by scoring Proficient in Science by 06/12/2015 as measured by student outcomes on the State Science Assessment..

Strategy 1:

Data Collection - Students collect data in a variety of lab settings, organize and analyze it and draw conclusions from it.

Tier:

Activity - Living Populations Lab	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students estimate a population of an organism within an ecosystem. Through a simulation, they collect data and analyze it mathematically, then use that data to estimate a population.	Direct Instruction			09/08/2014	06/12/2015	\$0	General Fund	Maria Woodruff, High School Science Teacher Fred Frazee, High School Science Teacher Scott Pfeiffer, Middle and High School Principal
Activity - Vector Lab	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students collect data involving horizontal and vertical vectors of moving objects. They then predict the path of a moving object in two different planes based on data analysis.	Direct Instruction			09/08/2014	06/12/2015	\$0	No Funding Required	High School Science Teachers, Middle/High School Principal

Measurable Objective 3:

50% of Ninth, Tenth and Eleventh grade students will demonstrate a proficiency to interpret data presented in graphs, tables, diagrams, and figures in Science by 06/12/2015 as measured by results achieved utilizing State Science Assessments & Explore, Plan and ACT tests.

Strategy 1:

The Only Way Out is Through - Students will begin High School Science Program with Earth Science, which will replace Biology. The Earth Science program will integrate data collection & analysis across multiple disciplines. Through extensive use of analysis & application of data, students will increase their data analysis skills.

School Improvement Plan

Countryside Academy - Middle/High School

Research Cited: Marzano & Bloom's

Tier:

Activity - Data Analysis	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be presented with opportunities to evaluate and interpret data. Some of the data will be student generated. The collection of the data will give students a sense of ownership, and a rational connection between the data and the questions and observations that led to the data collection. Students will also be required to make sense of data gathered by others within the scientific community. In that context the data will have to speak for itself, requiring students to draw conclusions entirely dependent on data alone. When the data is put into graphical and tabular formats students will be required to describe circumstances in which the data was likely collected, i.e. inferring the connection between the physical world and the data representing that world.	Direct Instruction			09/08/2014	06/12/2015	\$0	General Fund	High School Science Teachers, Middle/High School Principal
Activity - Stream Flow	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will measure length, average width, & average depth of an assigned portion of a stream. Students will then use average velocity of the stream to measure stream flow measured in cubic feet per unit of time. Stream flow from a specific stream can be compared to other streams in the region.	Direct Instruction	Tier 1	Implement	09/08/2014	06/12/2015	\$0	No Funding Required	Fred Frazee, High School Science Staff Scott Pfeiffer, High School Principal

Goal 4: All Students at Countryside Academy High School/Middle School will become proficient in English Language Arts.

Measurable Objective 1:

90% of All Students will demonstrate a proficiency by increasing their score by 10-15 points in English Language Arts by 06/12/2015 as measured by 6th, 7th and 8th grade ELA State Assessments.

School Improvement Plan

Countryside Academy - Middle/High School

Strategy 1:

Increasing reading ability - Teachers will provide students with culturally diverse literature that will increase students interest in reading.

Research Cited: Understanding Learning: The How, the Why, the What. Ruby K. Payne

Tier:

Activity - Incorporate Culturally diverse literature	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will integrate culturally diverse literature throughout the year and in cross-curricular classrooms.	Direct Instruction			09/04/2012	06/12/2015	\$250	General Fund	All Middle School and High School Teachers Scott Pfeiffer, Middle and High School Principal

Strategy 2:

Middle School ELA Rtl Program - All students will receive ongoing opportunities to reinforce fundamental reading and writing skills.

Research Cited: Buffum, Mattos and Weber, 2011.

Tier: Tier 1

Activity - Middle School ELA Rtl Classes	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students will participate in our Rtl program. Students will be given an initial screener during the first week of school that determines their competency in several essential reading and writing skills as determined by staff. Students will then be grouped based on proficiency and given extra opportunities to practice skills and learn concepts in which they are currently struggling. Students will then be assessed on those skills and concepts approximately once every two weeks, using assessments developed by staff. Once they demonstrate proficiency, they will advance to the next skill or concept. This process will continue throughout the school year. Advanced students will have the option of either assisting teachers in the facilitation of Rtl sessions, or they can work on mastery of advanced skills and concepts. All students will have access to at least three Rtl sessions per week.	Academic Support Program	Tier 1	Implement	09/03/2013	06/03/2016	\$0	No Funding Required	Middle School Teachers, Middle/High School Principal

School Improvement Plan

Countryside Academy - Middle/High School

Measurable Objective 2:

65% of Eleventh grade students will demonstrate a proficiency in usage/mechanics and rhetoric skills by being deemed Proficient in English Language Arts by 06/12/2015 as measured by student outcomes on the ACT English and Reading.

Strategy 1:

Daily ELA Warm Up - Students will develop creative thinking skills, foster a diversity of problem-solving techniques, and prepare for standardized tests by using flexibility of thought and applying a variety of verbal skills while increasing their vocabulary when they analyze relationships between two pairs of words. This establishes a thinking environment for the rest of the class.

Research Cited: Many educators consider the ability to recognize analogies a strong indicator of academic success. The analogy categories used are taken from Teaching Reading Vocabulary, by Dale D. Johnson and P. David Pearson, Holt, Rhinehart, Winston, New York, 1984.

Tier:

Activity - Analogy/Reading Comp/Grammar/Writing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Analogy board warm up. Students must identify meanings and relationship of a given pair of words. Students must identify a second set of words that has the same relationship. relationship of each pair. Students will look for a similar relationship and be able to explain their	Direct Instruction			09/04/2012	06/12/2015	\$0	General Fund	Sharon Krejci, High School English Teacher Kim Silfven, High School English Teacher Will Wicks, High School English Teacher Scott Pfeiffer, Middle and High School Principal

Strategy 2:

Reading Comprehension - Students will be given readings on a variety of topics and themes found in fiction and nonfiction literature. Students will practice recognizing the connotation and denotation of words, determining the meaning of vocabulary in context, making inferences, identifying tone, and recognizing symbols, author's purpose, main idea and supporting details, making predictions, compare and contrast, identifying fact from opinion, understanding visual information, cause and effect, sequence, evaluating evidence, story elements, and nonfiction text features.

Research Cited: Common Core National Standards

Tier:

School Improvement Plan

Countryside Academy - Middle/High School

Activity - Pre-Reading Activities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be given a list of vocabulary words to learn ahead of time, historical background, author biographies, and KWL activities before reading texts.	Direct Instruction			09/04/2012	06/12/2015	\$0	General Fund	Kim Silfven, High School English Teacher Sharon Krejci, High School English Teacher Scott Pfeiffer, Middle and High School Principal

Measurable Objective 3:

68% of Ninth and Tenth grade students will demonstrate a proficiency in usage/mechanics and rhetoric skills by being deemed Proficient in English Language Arts by 06/12/2015 as measured by the ACT EXPLORE and PLAN tests.

Strategy 1:

Daily ELA Warm-Up - Students will develop creative thinking skills, foster a diversity of problem-solving techniques, and prepare for standardized tests by using flexibility of thought and applying a variety of verbal skills while increasing their vocabulary when they analyze relationships between two pairs of words. This establishes a thinking environment for the rest of the class.

Research Cited: Many educators consider the ability to recognize analogies a strong indicator of academic success. The analogy categories used are taken from Teaching Reading Vocabulary, by Dale D. Johnson and P. David Pearson, Holt, Rhinehart, Winston, New York, 1984.

Tier:

Activity - Analogy:Reading Comp/Grammar/Writing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Countryside Academy - Middle/High School

<p>Analogy board warm up. Students must identify meanings and relationship of a given pair of words. Students must identify a second set of words that has the same relationship.</p>	<p>Direct Instruction</p>			<p>09/04/2012</p>	<p>06/12/2015</p>	<p>\$0</p>	<p>General Fund</p>	<p>Kim Silfven, High School English Teacher Sharon Krejci, High School English Teacher Will Wicks, High School English Teacher Scott Pfeiffer, Middle and High School Principal</p>
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Strategy 2:

Reading for Understanding - Students will be given readings on a variety of topics and themes found in fiction and nonfiction literature. Students will practice recognizing the connotation and denotation of words, determining the meaning of vocabulary in context, making inferences, identifying tone, and recognizing symbols, author's purpose, main idea and supporting details, making predictions, compare and contrast, identifying fact from opinion, understanding visual information, cause and effect, sequence, evaluating evidence, story elements, and nonfiction text features.

Research Cited: Common Core National Standards

Tier:

Activity - Pre-Reading Activities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Countryside Academy - Middle/High School

Students will be given a list of vocabulary words to learn ahead of time, historical background, author biographies, and KWL activities before reading texts.	Direct Instruction			09/04/2012	06/12/2015	\$0	General Fund	Kim Silfven, High School English Teacher Will Wicks, High School English Teacher Sharon Krejci, High School English Teacher Scott, Pfeiffer, Middle and High School Principal
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Strategy 3:

Practical English Class - Students identified by State of Michigan Assessments and MAZE results as being at-risk in terms of reading ability will be enrolled in Practical English to help them improve their fundamental skills in reading fluency and comprehension.

Tier: Tier 2

Activity - Root Word Knowledge Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will study the Latin and Greek roots of words and learn how those roots can be used to help students figure out meaning of words in different contexts and different core instructional areas.	Academic Support Program	Tier 2	Implement	09/02/2014	06/03/2016	\$0	No Funding Required	High School English Teachers

Measurable Objective 4:

A 90% increase of Sixth, Seventh and Eighth grade students will demonstrate a proficiency by showing a gain of at least 10 percent in English Language Arts by 06/12/2015 as measured by State Assessments.

Strategy 1:

Building Vocabulary to Increase Student Reading Comprehension - Teachers will utilize Marzano's 5 step process for teaching vocabulary in order to increase student content knowledge and reading comprehension across the curriculum.

Research Cited: Marzano's 5 step process for teaching Vocabulary (Classroom Instruction that Works, 2001, p. 295). A Six-Step Process for Teaching New Terms; Website Report and Analysis

Tier:

School Improvement Plan

Countryside Academy - Middle/High School

Activity - Increasing Reading Comprehension Practice	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use more reading prompts as reading comprehension practice in each subject area.	Direct Instruction			03/02/2013	06/01/2014	\$0	No Funding Required	All Middle School and High School Teachers Scott Pfeiffer, Principal

Activity - Response to Intervention-Reading Interventionist	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students that are below grade level on State Assessments will receive additional reading instruction with reading interventionist.	Academic Support Program	Tier 2	Implement	03/02/2013	06/12/2015	\$15308	Title I Part A	Sandy Christopher, Reading Interventionist David Staggs, Middle School English Teacher Martha McCrevan, Middle School English Teacher Scott Pfeiffer, Principal High School/Middle School

Strategy 2:

Supplemental Reading Instruction - Students who score in the Below Average range on State Assessments will receive supplemental reading instruction during non-core classes each week. The amount of time spent in supplemental reading instruction will vary by student.

Research Cited: Marzano

Tier: Tier 2

Activity - Supplemental Reading Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Countryside Academy - Middle/High School

<p>Students scoring in the Below Average range on the State Assessments will receive supplemental reading instruction in small groups during non-core classes. Students will participate in a variety of activities under the direction of a Reading Interventionist that are designed to increase reading fluency and comprehension. Students receiving this support will be assessed again in the winter, as well as the spring, to determine their progress.</p>	<p>Academic Support Program</p>	<p>Tier 2</p>	<p>Implement</p>	<p>10/01/2012</p>	<p>06/12/2015</p>	<p>\$22308</p>	<p>Title I Part A</p>	<p>Sandy Christopher, Middle School Reading Interventionist, David Staggs, Middle School English Teacher Martha McCrevan, Middle School English Teacher Scott Pfeiffer, Middle/High School Principal</p>
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Goal 5: All Students at Countryside Academy High School/Middle School will become proficient writers.

Measurable Objective 1:

50% of Ninth, Tenth and Eleventh grade students will demonstrate a proficiency by being able to research, take notes, outline, draft, edit, and publish an essay on a given topic that could be informative or persuasive in nature in English Language Arts by 06/10/2016 as measured by State Assessments..

Strategy 1:

Reading with a Purpose - To meet the rigor of the State Assessments, students must develop the skills to research, analyze, synthesize, and construct a clear and logical presentation supported with evidence.

Research Cited: Common Core National Standards

Tier:

Activity - Reading to Write	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Countryside Academy - Middle/High School

Students will be given a topic to research, take notes, draft, edit, and publish an essay on a variety of topics within a given time period.	Direct Instruction		Implement	09/04/2012	06/12/2015	\$0	General Fund	Kim Silfven, High School English Teacher Will Wicks, High School English Teacher Sharon Krejci, High School English Teacher David Staggs, Middle School Eng. Teacher Martha McCrevan, Middle School Eng. Teacher Scott Pfeiffer, Middle/High School Principal
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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 Reading Instruction	Students scoring in the Below Average range on the State Assessments will receive supplemental reading instruction in small groups during non-core classes. Students will participate in a variety of activities under the direction of a Reading Interventionist that are designed to increase reading fluency and comprehension. Students receiving this support will be assessed again in the winter, as well as the spring, to determine their progress.	Academic Support Program	Tier 2	Implement	10/01/2012	06/12/2015	\$22308	Sandy Christopher, Middle School Reading Interventionist, David Staggs, Middle School English Teacher Martha McCrevan, Middle School English Teacher Scott Pfeiffer, Middle/High School Principal

School Improvement Plan

Countryside Academy - Middle/High School

Response to Intervention-Reading Interventionist	Students that are below grade level on State Assessments will receive additional reading instruction with reading interventionist.	Academic Support Program	Tier 2	Implement	03/02/2013	06/12/2015	\$15308	Sandy Christopher, Reading Interventionist David Staggs, Middle School English Teacher Martha McCrevan, Middle School English Teacher Scott Pfeiffer, Principal High School/Middle School
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No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Technology	Use of Edmodo in the classroom and teacher iPad as supplemental resources.	Technology			09/02/2014	06/12/2015	\$0	Middle and High School Staff Members Scott Pfeiffer, Middle/High School Principal
Government and History	Students will learn to apply their knowledge of the American government to the evolution of the country. They will demonstrate the ability to not only explain the Constitution but argue how it has worked to resolve major issues among the American people.	Direct Instruction			02/18/2013	06/06/2014	\$0	Mrs. Teutsch, Mr. Hicks, Mr. Cook
Root Word Knowledge Development	Students will study the Latin and Greek roots of words and learn how those roots can be used to help students figure out meaning of words in different contexts and different core instructional areas.	Academic Support Program	Tier 2	Implement	09/02/2014	06/03/2016	\$0	High School English Teachers

School Improvement Plan

Countryside Academy - Middle/High School

Stream Flow	Students will measure length, average width, & average depth of an assigned portion of a stream. Students will then use average velocity of the stream to measure stream flow measured in cubic feet per unit of time. Stream flow from a specific stream can be compared to other streams in the region.	Direct Instruction	Tier 1	Implement	09/08/2014	06/12/2015	\$0	Fred Frazee, High School Science Staff Scott Pfeiffer, High School Principal
Religions	Students will learn the basic foundations and beliefs of each major world religion, the students will learn to connect the tenants of the religion to the pillars of the corresponding culture.	Direct Instruction			09/02/2013	06/06/2014	\$0	Mrs. Teutsch, Mr. Hicks, Mr. Cook
Increasing Reading Comprehension Practice	Teachers will use more reading prompts as reading comprehension practice in each subject area.	Direct Instruction			03/02/2013	06/01/2014	\$0	All Middle School and High School Teachers Scott Pfeiffer, Principal
Vector Lab	Students collect data involving horizontal and vertical vectors of moving objects. They then predict the path of a moving object in two different planes based on data analysis.	Direct Instruction			09/08/2014	06/12/2015	\$0	High School Science Teachers, Middle/High School Principal
Causality	Students will spend time examining casual relationships. Then, the instructors will guide the students through the process of examining the interconnectivity of history. Students will then demonstrate their ability to link events with causal statements, i.e. "how did early migration effect the development of the American colonies."	Direct Instruction			02/18/2013	06/06/2014	\$0	Mrs. Teutsch, Mr. Hicks, Mr. Cook, Mrs. McRevan
Types of Economies	Students will conduct research, compare and contrast, and analysis of the types of economies that currently exist. They will focus on incentives for workers, as well as benefits and disadvantages of the system.	Direct Instruction			02/18/2013	06/06/2014	\$0	Mrs. Teutsch, Mr. Hicks, Mr. Cook

School Improvement Plan

Countryside Academy - Middle/High School

Middle School ELA Rtl Classes	All students will participate in our Rtl program. Students will be given an initial screener during the first week of school that determines their competency in several essential reading and writing skills as determined by staff. Students will then be grouped based on proficiency and given extra opportunities to practice skills and learn concepts in which they are currently struggling. Students will then be assessed on those skills and concepts approximately once every two weeks, using assessments developed by staff. Once they demonstrate proficiency, they will advance to the next skill or concept. This process will continue throughout the school year. Advanced students will have the option of either assisting teachers in the facilitation of Rtl sessions, or they can work on mastery of advanced skills and concepts. All students will have access to at least three Rtl sessions per week.	Academic Support Program	Tier 1	Implement	09/03/2013	06/03/2016	\$0	Middle School Teachers, Middle/High School Principal
Forms of Government	Students will use a classroom research project to investigate and then explain to their classmates the functions of specific forms of government (alternatives to democracy).	Direct Instruction			02/18/2013	06/06/2014	\$0	Mrs. Teutsch, Mr. Hicks, Mr. Cook
5 Themes	Students will use classroom map activities to explore, explain, and analyze the 5 themes of Geography with a focus on Regions	Direct Instruction			09/02/2013	06/02/2014	\$0	Mrs. Teutsch, Mr. Hicks, Mr. Cook
Small group instruction	Students will be assigned groups with mixed ability levels to work on math concepts that have been taught as whole class instruction previously.	Academic Support Program			09/02/2014	06/12/2015	\$0	Middle and High school math teachers Scott Pfeiffer, Principal
Exploring Problem Solving Strategies	Challenge problems will be used as class openers that will highlight the benefits of various problem solving strategies and also serve to teach mathematical content. Additionally, a math showcase will present a monthly challenge. problem to all high school math students.	Direct Instruction			09/02/2014	06/12/2015	\$0	All high school math instructors.

School Improvement Plan

Countryside Academy - Middle/High School

Rtl Classes	All students will participate in our Rtl program. Students will be given an initial screener during the first week of school that determines their competency in several essential mathematical skills as determined by staff. Students will then be grouped based on proficiency and given extra opportunities to practice skills and learn concepts in which they are currently struggling. Students will then be assessed on those skills and concepts approximately once every two weeks, using assessments developed by staff. Once they demonstrate proficiency with a given skill or concept, they will advance to the next skill or concept. This process will continue throughout the school year. Advanced students will have the option of either assisting teachers in the facilitation of Rtl sessions, or they can work on mastery of advanced skills and concepts. Rtl sessions will be part of the master schedule and will be a full class period in length. Each student will receive a minimum of three Rtl sessions per week.	Academic Support Program	Tier 1	Getting Ready	09/02/2014	06/03/2016	\$0	Middle school teachers Middle/High School Principal
Maps	Students will be given a map, of the same type as those provided on the MEAP test, and a clear set of directions. The students will work to interpret the information, demonstrate an understanding of its meaning, and analyze the importance or connection to other areas of curriculum.	Direct Instruction			09/03/2013	06/06/2014	\$0	Mrs. Teutsch, Mr. Hicks, Mr. Cook
Cultural Diffusion	Students will use maps to explain how cultural traits traveled and exchanged between groups. The students will then analyze the changes each culture experiences as the process of cultural diffusion occurs.	Direct Instruction			09/03/2013	06/06/2014	\$0	Mrs. Teutsch, Mr. Hicks, Mr. Cook

General Fund

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

Countryside Academy - Middle/High School

Government and You	Students will be expected to identify and explain the connection between actions/processes of the government and the lives of the American people. "Ex. students will analyze how social welfare programs have been accepted and used by the American public."	Direct Instruction			09/04/2012	06/13/2014	\$0	Kandice Teutsch, Middle School Social Studies Teacher Jim Hicks and Robert Cook, High School Social Studies Teachers Scott Pfeiffer, Middle and High School Principal
Develop a problem solving binder	Students will be assigned a weekly word problem that will be solved and showcased in their portfolio.	Professional Learning			09/02/2014	06/12/2015	\$100	Middle and High School Math Teachers Scott Pfeiffer, Principal
Eco-System Lab	Students will observe and measure temperate, water, food sources and the color of anoles data in an ongoing laboratory activity. Students will graph collected data and analyze it to determine which conditions are most favorable for anole growth.	Direct Instruction			09/09/2013	06/12/2015	\$0	Melissa Beckmann, Middle School Science Teacher Scott Pfeiffer, Middle and High School Principal

School Improvement Plan

Countryside Academy - Middle/High School

Data Analysis	Students will be presented with opportunities to evaluate and interpret data. Some of the data will be student generated. The collection of the data will give students a sense of ownership, and a rational connection between the data and the questions and observations that led to the data collection. Students will also be required to make sense of data gathered by others within the scientific community. In that context the data will have to speak for itself, requiring students to draw conclusions entirely dependent on data alone. When the data is put into graphical and tabular formats students will be required to describe circumstances in which the data was likely collected, i.e. inferring the connection between the physical world and the data representing that world.	Direct Instruction			09/08/2014	06/12/2015	\$0	High School Science Teachers, Middle/High School Principal
Living Populations Lab	Students estimate a population of an organism within an ecosystem. Through a simulation, they collect data and analyze it mathematically, then use that data to estimate a population.	Direct Instruction			09/08/2014	06/12/2015	\$0	Maria Woodruff, High School Science Teacher Fred Frazee, High School Science Teacher Scott Pfeiffer, Middle and High School Principal

School Improvement Plan

Countryside Academy - Middle/High School

Weekly Skills Maintenance Worksheets	Students will be required to complete weekly assignments that review basic arithmetic skills.	Direct Instruction			09/02/2014	06/12/2015	\$0	Middle School and High School Teachers Hilary Furney, Math Interventionist Lori Skinner, e2020 Scott Pfeiffer, Middle and High School Principal
Incorporate Culturally diverse literature	Teachers will integrate culturally diverse literature throughout the year and in cross-curricular classrooms.	Direct Instruction			09/04/2012	06/12/2015	\$250	All Middle School and High School Teachers Scott Pfeiffer, Middle and High School Principal
Analogy/Reading Comp/Grammar/Writing	Analogy board warm up. Students must identify meanings and relationship of a given pair of words. Students must identify a second set of words that has the same relationship. relationship of each pair. Students will look for a similar relationship and be able to explain their	Direct Instruction			09/04/2012	06/12/2015	\$0	Sharon Krejci, High School English Teacher Kim Silfven, High School English Teacher Will Wicks, High School English Teacher Scott Pfeiffer, Middle and High School Principal

School Improvement Plan

Countryside Academy - Middle/High School

<p>Periodic Table of World Leaders</p>	<p>Students will complete a Periodic Table of leaders throughout World History by analyzing information about each one and ranking them on a number of scales.</p>	<p>Other</p>			<p>09/04/2012</p>	<p>06/13/2014</p>	<p>\$0</p>	<p>Jim Hicks, High School Social Studies Teacher Robert Cook, High School Social Studies Teacher Scott Pfeiffer, Middle and High School Principal</p>
<p>Analogy:Reading Comp/Grammar/Writing</p>	<p>Analogy board warm up. Students must identify meanings and relationship of a given pair of words. Students must identify a second set of words that has the same relationship.</p>	<p>Direct Instruction</p>			<p>09/04/2012</p>	<p>06/12/2015</p>	<p>\$0</p>	<p>Kim Silfven, High School English Teacher Sharon Krejci, High School English Teacher Will Wicks, High School English Teacher Scott Pfeiffer, Middle and High School Principal</p>

School Improvement Plan

Countryside Academy - Middle/High School

Reading to Write	Students will be given a topic to research, take notes, draft, edit, and publish an essay on a variety of topics within a given time period.	Direct Instruction		Implement	09/04/2012	06/12/2015	\$0	Kim Silfven, High School English Teacher Will Wicks, High School English Teacher Sharon Krejci, High School English Teacher David Staggs, Middle School Eng. Teacher Martha McCrevan, Middle School Eng. Teacher Scott Pfeiffer, Middle/High School Principal
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School Improvement Plan

Countryside Academy - Middle/High School

Pre-Reading Activities	Students will be given a list of vocabulary words to learn ahead of time, historical background, author biographies, and KWL activities before reading texts.	Direct Instruction			09/04/2012	06/12/2015	\$0	Kim Silfven, High School English Teacher Will Wicks, High School English Teacher Sharon Krejci, High School English Teacher Scott Pfeiffer, Middle and High School Principal
Pre-Reading Activities	Students will be given a list of vocabulary words to learn ahead of time, historical background, author biographies, and KWL activities before reading texts.	Direct Instruction			09/04/2012	06/12/2015	\$0	Kim Silfven, High School English Teacher Sharon Krejci, High School English Teacher Scott Pfeiffer, Middle and High School Principal

School Improvement Plan

Countryside Academy - Middle/High School

High School Rtl Classes	All students will participate in our Rtl program. Students will be given an initial screener during the first week of school that determines their competency in several essential mathematical skills as determined by staff. Students will then be grouped based on proficiency and given extra opportunities to practice skills and learn concepts in which they are currently struggling. Students will then be assessed on those skills and concepts approximately once every two weeks, using assessments developed by staff. Once they demonstrate proficiency, they will advance to the next skill or concept. This process will continue throughout the school year. Advanced students will have the option of either assisting teachers in the facilitation of Rtl sessions, or they can work on mastery of advanced skills and concepts. Rtl sessions will be held during the school day once per week. Time for the Rtl sessions will be created by shaving ten minutes off of each regular class period once per week.	Academic Support Program	Tier 1	Getting Ready	09/02/2014	06/03/2016	\$0	High School teachers, Middle/High School Principal
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