

# School Improvement Plan

School Year: 2009-2010  
School District: Armada Area Schools  
School Name: Armada High School  
Grades Served: 9-12  
Principal: Phil Jankowski



District Code: 50050  
Building Code: 0119  
Intermediate School District Code: 50

**School Vision Statement:** To help students develop the vision to instill confidence through experiences that are student centered, foster and enhance opportunities, refine lifelong learning skills, and prepare students for tomorrow's challenges.

**School Mission Statement:** In an environment of life-long learning, we work together to recognize and develop potential and to promote success. In pursuit of this mission, Armada High School provides a safe and stimulating learning environment, establishes high expectations for students, employs competent, caring, and enthusiastic staff members, delivers a comprehensive curriculum, actively engages parents and community members in the learning process, and nurtures personal responsibility and respect for others.

**School Belief Statements:** We believe that the school environment should encourage values, personal improvement, self-respect, and critical thinking. A first-class education is the shared responsibility of school, family, and community. We believe learning should be valued as a life-long endeavor.

URL location for this plan on the web: [www.armadaschools.org](http://www.armadaschools.org)

# State of Michigan School Improvement Planning Template

School: Armada High School		School Year: 2009-2010						
<b>Section I: Comprehensive Analysis Report on Student Achievement</b>								
Content Area: English Language Arts: writing and reading		<input checked="" type="checkbox"/> Active Goal		<input type="checkbox"/> Maintenance Goal		<input type="checkbox"/> Revised Goal		
All students at Armada High School will be 100% proficient in writing and reading in 2014								
Statement of gap in student achievement (Need Statement): Based on a review of assessment data, only 37% of our students are scoring proficient in writing and 64% of our students are scoring proficient in reading.								
Contributing Cause for the gap in student achievement: Inconsistent curriculum and educational leadership. Also, most of the staff has turned over in the past 7 years.								
List the multiple sources of data used to identify the gap in student achievement: MME, ACT, Course Failure rate, school surveys, reading tests, and AP scores								
<b>Section II: Comprehensive Analysis Report on System Processes and Practices</b>								
<b>Listed below are the challenges from the Comprehensive Needs Assessment Strand reports, the EdYES! Report, the Standards Assessment Report or the Self Assessment Report that were aligned with this content area goal to be included in this School Improvement Plan. (These should be addressed as strategies/action steps in your SIP in Section III)</b>								
Curriculum is not currently aligned to State Standards		Instructional Practices need to be updated to be inclusive of different learning types		Student Assessment needs to be comprehensive and lead to actionable feedback.		Data needs to be used to drive instructional decisions.		
<b>Section III: Plan to Accomplish Student Achievement Goals</b>								
Measurable Objective Statement to support Goal: 100% of our students will be proficient in reading								
For this objective, list the multiple measure of assessments to be used that will provide authentic assessment of pupils' achievement, skills, and competencies: MME, ACT, AP, Gates-McGinitie, Nelson-Denny common assessments across curriculum, failure rates,								
Strategy Statement: Teachers will employ and share best practices in writing and reading instruction, use instructional technology, and standardized and common assessments to strengthen student achievement.								
Action Steps	Staff Responsible	Timeline for Activity		Resources Needed			Monitoring Plan	Evidence of Success
		Begin	End	Resource	Source	Amount		
1. Continue developing curriculum maps for trimesters	Administration and faculty	Sept. 2008	June. 2010	Inservice time	N/A	N/A	Principal	Completed curriculum maps containing best practices

<b>2. Universal Design for Learning (UDL)</b>	<b>Language Arts faculty</b>	<b>Jan., 2009</b>	<b>June, 2010</b>	<b>Professional Development seminars at the MISD</b>	<b>MISD</b>	<b>N/A</b>	<b>Administrators will verify teacher attendance and participation</b>	<b>Improved student learning and assessment scores</b>
<b>3. Common assessment</b>	<b>Language Arts Faculty</b>	<b>Jan. 2009</b>	<b>June, 2010</b>	<b>Inservice time to develop and revise common assessments, implement NWEA adaptive assessments for each grade level in the curriculum</b>	<b>Title 1</b>	<b>N/A</b>	<b>File assessments in departmental library</b>	<b>Consistent student achievement</b>
<b>4. Improved technology in the classroom</b>	<b>All core classrooms</b>	<b>September, 2010</b>	<b>Ongoing</b>	<b>Installation of LCD projectors in classroom, purchase for clickers and smartboards for classroom use, ExamView</b>	<b>Grants</b>		<b>Principal will observe teacher use</b>	<b>Improved student achievement</b>
<b>5. Curriculum alignment across grade levels including Middle School teachers</b>	<b>English teachers from the high school and the middle school</b>	<b>Jan., '08</b>	<b>Ongoing</b>	<b>Inservice time</b>	<b>N/A</b>	<b>N/A</b>	<b>Occasional attendance at meeting by administration</b>	<b>Improved Curriculum and student achievement</b>  <b>Agendas and dialogue will reflect content of meetings.</b>
<b>6. Staff Development -Reading</b>	<b>All Staff</b>	<b>Sept., '07</b>	<b>June, '07</b>	<b>Inservice days</b>	<b>School budget</b>	<b>\$75 per person</b>	<b>Attendance at the training by administrators</b>	<b>Improved student achievement</b>

Apprenticeship								
7. Staff Development –SWIFT (writing apprenticeship)	Language Arts/social studies teachers	Sept., '08	June, '08	Inservice days	School budget	\$75 per person	Attendance at the training by administrators	Improved student achievement

**Other Required Information**

What research did you review to support the use of this strategy and action plan? Professional reading, Reading Apprenticeship and Swift Training, Testing data, Student transcripts,

What Professional Learning activities will you need to provide to support the successful implementation of this strategy/action? Sharing and use of best practices, use of and training with instructional technology,

How has the school integrated its available fiscal resources to support this strategy and action steps? Writing grants, revenue from fund raising,

How has the school assessed the need for, and integrated the use of, telecommunications and informational technology to support this strategy and action steps? Purchase of some shared technology to test effectiveness, selection of technology that will be used All staff will be trained in the application of technology software, clickers, LCD projectors and smart boards.

School: Armada High School		School Year: 2009-2010	
<b>Section I: Comprehensive Analysis Report on Student Achievement</b>			
Content Area: Math	<input checked="" type="checkbox"/> Active Goal	<input type="checkbox"/> Maintenance Goal	<input type="checkbox"/> Revised Goal
All students at Armada High School will be 100% proficient in math by 2014			
Statement of gap in student achievement (Need Statement): Based on a review of assessment data, only ??% of our students are scoring proficient in writing and 64% of our students are scoring proficient in reading.			
Contributing Cause for the gap in student achievement: Inconsistent curriculum and educational leadership. Also, most of the staff has turned over in the past 7 years.			
List the multiple sources of data used to identify the gap in student achievement: MME, ACT, Course Failure rate and AP scores			
<b>Section II: Comprehensive Analysis Report on System Processes and Practices</b>			
Listed below are the challenges from the Comprehensive Needs Assessment Strand reports, the EdYES! Report, the Standards Assessment Report or the Self Assessment Report that were aligned with this content area goal to be included in this School Improvement Plan. (These should be addressed as strategies/action steps in your SIP in Section III)			
<b>Section III: Plan to Accomplish Student Achievement Goals</b>			
Measurable Objective Statement to support Goal: Ultimately, 100% of our students will be proficient in reading, writing and math			

**For this objective, list the multiple measure of assessments to be used that will provide authentic assessment of pupils' achievement, skills, and competencies: MME, ACT, AP, common assessments across curriculum, failure rates,**

**Strategy Statement: Teachers will employ and share best practices in writing and math instruction, use instructional technology, as well as standardized and common assessments to strengthen student achievement.**

Action Steps	Staff Responsible	Timeline for Activity		Resources Needed			Monitoring Plan	Evidence of Success
		Begin	End	Resource	Source	Amount		
<b>1. Continue developing curriculum maps for trimesters</b>	<b>Administration and faculty</b>	<b>Sept. 2008</b>	<b>June. 2010</b>	<b>Inservice time</b>	<b>N/A</b>	<b>N/A</b>	<b>Principal</b>	<b>Completed curriculum maps containing best practices</b>
<b>2. Universal Design for Learning (UDL)</b>	<b>Math faculty</b>	<b>Jan., 2009</b>	<b>June, 2010</b>	<b>Professional Development seminars at the MISD</b>	<b>MISD</b>	<b>N/A</b>	<b>Administrators will verify teacher attendance and participation</b>	<b>Improved student learning and assessment scores</b>
<b>3. Common assessment</b>	<b>Math Faculty</b>	<b>Jan. 2009</b>	<b>June, 2010</b>	<b>Inservice time to develop and revise common assessments, implement NWEA adaptive assessments for each grade level in the curriculum</b>	<b>Title 1</b>	<b>N/A</b>	<b>File assessments in departmental library</b>	<b>Consistent student achievement</b>
<b>4. Improved technology in the classroom</b>	<b>All core classrooms</b>	<b>September, 2010</b>	<b>Ongoing</b>	<b>Installation of LCD projectors in classroom, purchase for clickers and smartboards for classroom use, ExamView</b>	<b>Grants</b>		<b>Principal will observe teacher use</b>	<b>Improved student achievement</b>

5. Curriculum alignment across grade levels including Middle School teachers	Math teachers from the high school and the middle school	Jan., '08	Ongoing	Inservice time	N/A	N/A	Occasional attendance at meeting by administration	Improved Curriculum and student achievement  Agendas and dialogue will reflect content of meetings.
6. Staff Development—Various topics—individuals	All Staff	Current	ongoing	Inservice days or release days with paid subs, summer	School budget as needed	N/A	Attendance at the training by administrators or verification from seminar	Improved student achievement
7. Staff Development—RAND	All Math teachers	Sept., '08	June, '08	Inservice days	School budget	\$75 per person	Attendance at the training by administrators	Improved student achievement

**Other Required Information**

What research did you review to support the use of this strategy and action plan? Professional reading, Rand Training, Testing data, Student transcripts,

What Professional Learning activities will you need to provide to support the successful implementation of this strategy/action? Sharing and use of best practices, use of and training with instructional technology,

How has the school integrated its available fiscal resources to support this strategy and action steps? Writing grants, revenue from fund raising,

How has the school assessed the need for, and integrated the use of, telecommunications and informational technology to support this strategy and action steps? Purchase of some shared technology to test effectiveness, selection of technology that will be used All staff will be trained in the application of technology software, clickers, LCD projectors and smart boards.

**Title I Targeted Assistance Buildings  
Required Strategies**

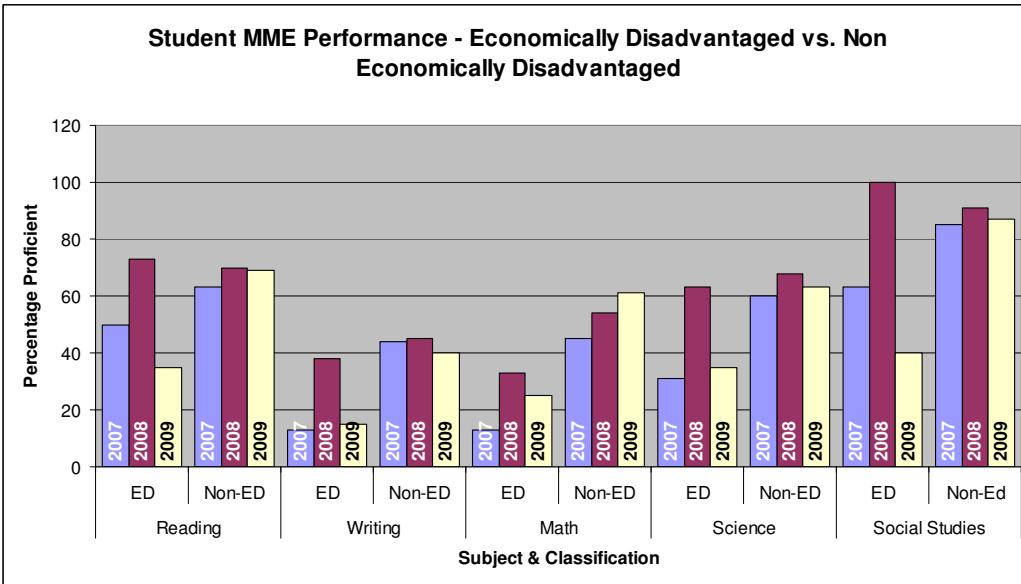
If your building receives Federal Title I funding, and you are designated as a *Targeted Assistance Building*, you will need to ensure that your school improvement plan includes strategies or action steps that describe what your school will do to address the following statements. You can provide the description in the text box provided here, or you can indicate the page number within your school improvement plan with the item is described.

Complete a Comprehensive Needs Assessment and analyze target eligible students achievement status

# 1. Needs Assessment

1a. Describe the needs assessment process to review academic student achievement data to identify children who are failing or most at risk of failing to meet the district’s core curriculum standards for Title I, Part A services.

Armada High School consists of four grades (9-12) and 640 students. The student population is 97.6% white, 1.4% Hispanic, and less than one percent each Asian, Native American, and African American (*Chart 1*). Additionally, Armada has a relatively small low-income population, with



only 10.6% of students qualifying as low-income. This has translated into a small group taking the Michigan Merit Exam (MME) with mixed results. (*Chart 2, left*). With student groups of only 15-20 students per year, the small group size has revealed widely varying results with lower income students doing poorly in 2007 and 2009, but surpassing non-economically disadvantaged students in 2008. While it may be safe to assume economically disadvantaged students can be expected to perform below their

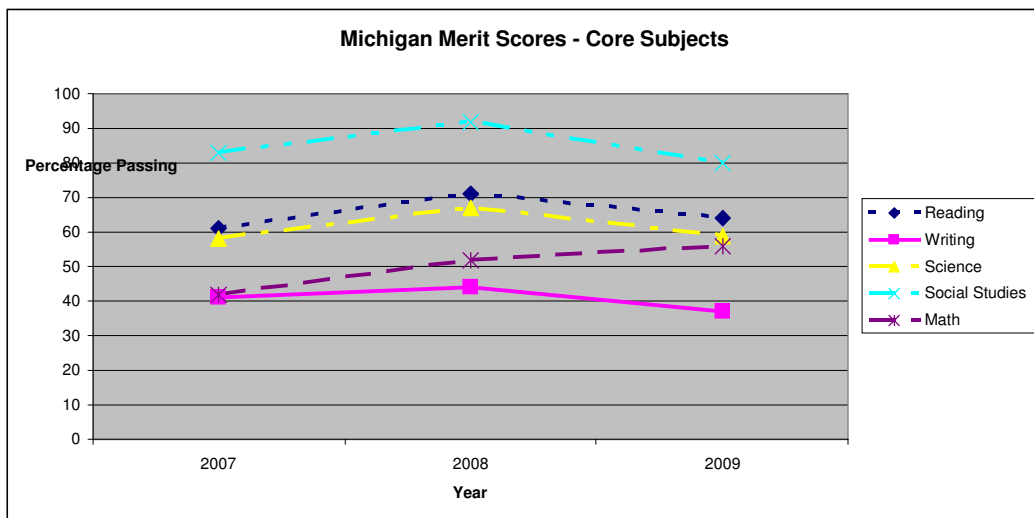
non-economically disadvantaged peers. Therefore, using this measure as the determining factor for targeted assistance would not be advised since it would not accurately target struggling students.

Similarly, MME results show little reliable data on the variance in student performance based on gender (*Table 1*).

	Math			Science			Social Studies			Reading			ELA			Writing		
	2007	2008	2009	2007	2008	2009	2007	2008	2009	2007	2008	2009	2007	2008	2009	2007	2008	2009
Males	38%	61%	55%	56%	76%	58%	84%	97%	80%	59%	74%	60%	43%	58%	48%	28%	42%	33%
Females	46%	44%	56%	59%	60%	61%	83%	88%	81%	64%	68%	69%	59%	60%	61%	53%	46%	42%
Overall	42%	52%	56%	58%	67%	59%	83%	92%	80%	61%	71%	64%	51%	60%	54%	41%	44%	37%

Since the inception of the Michigan Merit Exam males and females have both done well in most subject matters, with females doing markedly better in 2007, males doing better in 2008, and females doing slightly better in 2009. Again, no bias towards a certain gender can be ascertained based on the results.

Ultimately, while the test scores do not indicate a predictable weakness in any one sub-group, they do indicate a need for improvement in Math and Writing. Whereas more than 80% of the students are proficient in Social Studies, and more than 60% of students have proven proficient on Reading and Science, Math and Writing have continued to lag with less than half of the student performing at a level of minimum proficiency (*Chart*



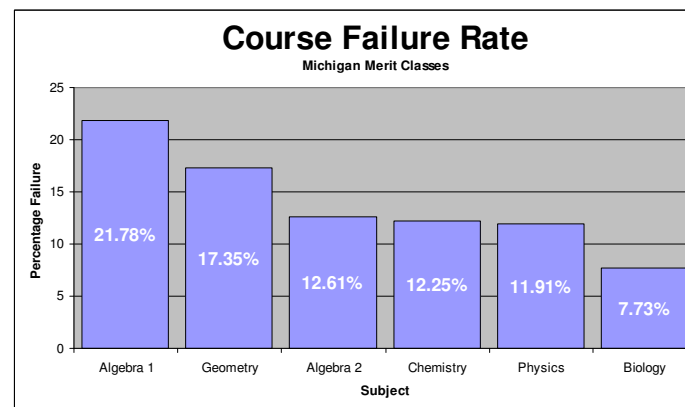
3). *Chart 3*

An analysis of student passing rates in Michigan Merit Curriculum (MMC) courses confirms the struggles students are having in Math. Since the adoption of the MMC, failures in math have far outdistanced failures in other subjects (*Chart*

4). Math courses such as Algebra 1 and Geometry have a significantly higher rate of failure than other MMC courses.

Consequently, the correlation between successfully passing a Math class and graduating on time (or even at all) is without question, as 100% of drop-outs and off-track students failed at least one math course.

While student performance data is telling as to where students are struggling, available perception data is not as helpful. As evidenced by a recent survey administered by MISD, over 90% of our community and 98% of our parents approved of the education we are providing our students. This compares with similar MISD surveys which the community approval percentage was 34% in 1980, 48% in 1984, 59% in 1991, and 54% in 1994. This community support extends into the classroom where parents are very involved and supportive of the programs that we offer. Similarly, in our most recent Senior Exit Survey, students gave Armada High School high marks on the rigor of its classes and the quality of education. 75% of seniors agreed that classes were challenging and 82% believed that Armada prepared them well for their post-high school plans.



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1b. Describe the multiple, educationally related, objective criteria established for this process to generate the list of eligible students. Note: Eligibility criteria must be consistent by grade level or content subject (for example, all 3<sup>rd</sup> Grade Reading Teachers use the Grade Level Content Expectations (GLCEs) for the 3<sup>rd</sup> Grade with a consistent performance measure to select students who are failing or at greatest risk of failing the GLCEs).

Armada High School will identify students targeted for intensive assistance by examining student class performance on common end-of-course exams in the 8<sup>th</sup> grade, final course grades, and student performance on state assessments. Likewise, students will be identified for less intensive interventions and supports using teacher recommendations as well as the above criteria.

1c. Describe the identification process for preschool through Grade 2 if based solely on criteria such as; teacher judgment, interviews with parents and developmentally appropriate measures.

Not Applicable to High School

## 2. Services for Eligible Students

The interventions that will be implemented to support struggling learners will include the following:

- A. On-line supplementary learning – Struggling students will be given access to on-line learning materials to both recover credit and/or use in parallel with current Math and English courses. These courses will be tied to state standards and will enable students to work at their own pace in order to augment classroom instruction. This program will be offered after school as well as during parallel courses that can be taken by students in conjunction with their normal Math or English class.
- B. After School Tutoring – Struggling students will have access to after school tutoring where they will be able to work with advanced students and local university students to refine their skills.

Found in the CNA Action Plans

Note: If Title I is clearly identified as an intervention in the CNA action plan you may just indicate where to find the interventions.

3. Describe how planning for Title I, Part A students is incorporated into the existing school improvement planning process: Briefly outline the school improvement process and how objectives and strategies for Title I students are incorporated into the school improvement plan.

The Title I program will work in conjunction with current school improvement measures. Current school improvement goals are focused on improved student reading, writing, and numeracy skills. Armada High School is currently developing common end-of-course and formative assessments that will be used to drive instruction.

While teaching is rightfully celebrated as a human endeavor, it is often human fallibility that prevents meaningful reform. Most notably, the over reliance on intuition and an unwillingness to explore alternatives combine to stifle innovation and curb wide-spread adoption of effective teaching practices. Oftentimes, teachers have a tendency to expand units because students are performing well on a concept. However, they fail to realize that the students might have already mastered the concept and the time could be better used on other concepts. There is a certain discomfort for teachers in realizing some of the practices they have held as universal truths for their entire career might have been fundamentally flawed. According to Paul Bambrick-Santoyo, in his article *Data in the Driver's Seat*, "In many schools, teachers define the standards according to their own level of expectation, and those expectations vary radically from one classroom to the next" (2007, p.44). This unfortunate occurrence is true regardless of whether a common set of curriculum standards exists in a school. Unless a standard of mastery is determined along with a corresponding common measurement tool, the resulting student achievement varies from classroom to classroom.

It is hard for many educators to envision what might be interesting and engaging to them might not be shared by their students. Teachers chafe when faced with the prospect of reciting lessons that are supported by abundant research rather than choosing their own methods which are grounded in their personal beliefs. Indignation is a natural human reaction, but is counteracted in similar professions like law and medicine by peer review structures. Education

is the lone holdout where proven innovations can be ignored and subverted due to personal intransigence.

In Armada, we plan to use a comprehensive approach to data that will better inform teachers and drive instruction. Through teacher-made common assessments, teachers will be able to compare student performance across periods, classes, and teachers. In order to better measure the validity and reliability of these common assessments, we will partner with Northwest Evaluation Association to assess students three times a year. Additionally, Armada will use Data Director to compile all of the data in order to enable staff members to better interpret data. The result of this incorporation of data will be to make class instruction more efficient. No longer will teachers re-teach concepts that have been previously mastered. Similarly, struggling students will benefit from targeted interventions that are geared towards getting them up to speed. This process will work in conjunction with our school improvement plan to develop a better system of tracking student performance and intervening before students face failure.

While the use of data will enhance classroom instruction, it will also revolutionize our grade reporting as well. Traditionally, schools have used letter grades to signify to parents the performance of their children in a given class. This system does not accurately convey the skill-level of students, and worse encourages the game of school, where students and teachers use extra credit and curved scores to game the system. In Armada, we plan on transitioning to a standards-based report card where students will receive grades tied directly to the performance standards for a class. These standards will be developed from the state curriculum guidelines, and will inform parents and students where their strengths and weaknesses exist. This change will mark a radical departure from tradition and will change the discourse between parents and teachers. Instead of arguing over missing and late assignments, teachers and parents will discuss which concepts the student has yet to master.

#### 4. Instructional Strategies

4a. Describe in **detail** the supplemental Title I, Part A program. Include all extended time opportunities, the instructional strategies that will be utilized for eligible students, and reference the scientific research that supports the use of each strategy or method included.

In a partnership with the Macomb Intermediate School District and the Center for Applied Special Technology, Armada will begin implementing the principals of Universal Design for Learning (UDL). The UDL approach encourages the integration of technology in order to adapt curriculum for enhanced student learning. Under the partnership, the High School will work with four consultants to improve teacher lesson development, assessment strategies, and instructional delivery. The consultants will observe lessons, model instruction and co-teach with staff members in order to effectively implement UDL principles. The purpose of this training is so teachers can more effectively reach students the first-time in a proactive manner rather than waiting for remediation opportunities.

Additionally, teachers will receive training in the concepts of Douglas Reeves, Victoria Bernhardt, and Rick Stiggins in regards to the use of formative assessment and instructional practice. Teachers will learn how to create valid and reliable assessments and how to use them to develop self-directed learners.

4b. Describe how the strategies selected limit removal from the classroom, extends learning time, accelerates learning, and describe any applied learning opportunities.

All of the strategies listed are available to students outside of the normal school day.

#### 5. Title I and Regular Education Coordination

5a. Describe how the Title I, Part A program coordinates with and supports the regular education program. This description, if appropriate, must include services to assist preschool children in the transition from early childhood programs such as Head Start, Even Start, Early Reading First or State of Michigan-run preschool programs to elementary school programs.

Teachers will have the opportunity to use a strong research related model that covers everything from lesson

creation, instructional practices, and effective assessment. Teachers will learn how to adapt curriculum to address the needs of struggling learners. This training will be available to all staff members thus ensuring continuity between classrooms which will prove beneficial to the struggling learner.

Similarly, resources from other programs, such as the district's Catch a Falling Star program, which is designed to help students that are struggling not only academically but financially, will be used to assist students with needed materials. The combination of district resources and intermediate school district support will enable students and staff to develop a comprehensive safety net that not only catches students who are struggling, but brings them up to speed.

## 6. Instruction By Highly Qualified Staff

6a. Provide an assurance statement that all Title I paraprofessionals meet the NCLB requirements and/or that all teachers are Highly Qualified (no Title I funds may be used to support any staff member that does not meet the requirements).

All teachers and consultants that will be part of this Title I: Targeted Assistance Program will be Highly Qualified.

## 7. High-Quality and On going Professional Development

7a. Describe additional professional development provided to Title I, Part A staff working with identified children, if not included in the school improvement plan (i.e., clearly identified professional development designed specifically for Title I teachers and paraprofessionals.).

A. Staff Development – All staff members will be in-serviced in the concepts of Universal Design for Learning

(UDL). In partnership with our local intermediate school district, Armada will train teachers to use instructional and adaptive technologies to bridge the learning gap for struggling students. Teachers will learn how to incorporate brain-based instructional practices into their teaching and how to most effectively use technology to gauge and enhance student learning.

- B. Classroom Assessment Training – Teachers will receive training in classroom assessment techniques so as to better measure the effects of their teaching.
- C. Enhanced Instructional Technology – Math and Writing teachers will receive additional instructional technology items to enhance their practice. These technologies will include Classroom Response Systems, manipulatives, software, and other subject specific items.
- D. Student Assessment suite – Math and English teachers will work with the Northwest Assessment and Evaluation (NWEA) testing program to develop a system that will more closely monitor student performance and provide actionable feedback for students and teachers in order to enhance learning.

## 8. Strategies to Increase Parental Involvement

8a. Describe the strategies to increase parental involvement: (See description of activities outlined in Section 1118(e)(1)-(5) and Section 1118(f). See Title I Targeted Assistance Plan Rubric ([hyperlink at top](#)) for complete details on this section of the law.

Armada has always benefitted from strong parent participation. Towards this end, the school will create a system for better informing parents about the academic progress of their son or daughter. This will include a parent communication system where parents will be able to log-in and track the attendance, behavior, and grades of their student on a daily basis. This system will allow parents to become more proactive in the education of their student and increase their communication with the school.

Armada High School will host an open house/curriculum night to assist parents with understanding the Michigan Merit Curriculum and how it effects their son or daughter's education.

Parent involvement will be measured through parent attendance at school sponsored events such as conferences and curriculum nights. Additionally, parent participation will be measured through parent surveys.

8b. Describe the process of parent involvement in the following:

- Program Design

Parents are invited to monthly parent meetings. Parents are also encouraged to be part of our Project Graduation committee.

- Program Implementation

Parents are encouraged to volunteer and participate in many of the programs we have initiated.

- Program Evaluation

Parents are given the opportunity to evaluate programs through district surveys.

8c. Describe the process to develop and to use the parent compact.

The parent compact was developed off of a model provided by the state, and revisions made during monthly parent meetings.

8d. Provide an assurance statement that the compact is used annually at elementary-level parent teacher conference.

Not applicable to High School

8e. Upload the school-level parent involvement policy and the parent compact.

8f. If appropriate, describe how a school will provide individual student academic assessments in a language the parents can understand, and clear interpretation of results.

Progress for participating students will be measured using student performance on school assessments, student performance on NWEA assessments, student performance on the MME, and successful completion of coursework in Math and Science. Students will be assessed at the conclusion of each trimester and results will be reviewed by staff on an annual basis. The goal of the program is to get 100% of students to complete the appropriate math class before the completion of the year in which they should take the course. For example, all student will pass Algebra I prior to the completion of their freshmen year.

The staff as part of the regular school improvement process will evaluate the success of each student and adapt the program as needed to maximize student success. Teachers will examine student success on end-of-course, formative, and NWEA assessments to make adjustments during the year so as to adjust instructional strategies appropriately.

9. Coordination of Title I and Other Resources

9a. Describe the coordination and integration of Federal, State and local programs and services to support the eligible Title I, Part A students and their respective learning needs. Include, if applicable, programs such as violence prevention, nutrition, housing, Head Start, adult, vocational & technical education and any other programs that help support the Title I-eligible students in your school.

Armada will continue to explore creative and innovative ways to obtain the resources that enable us to financially support those initiatives we believe are essential to our students' success. Current grants and funding sources:

Date	Total \$	Armada	Description
1998	\$16m	\$ 2m	21 <sup>st</sup> Century Grant with MSU & 20 districts middle school after-school computer clubhouse Armada's business office served as grant's fiscal agent
2001		\$ 80,000	Contribution by Dick Enberg, Class of '52 to establish a community center.
2003		\$150,000	Private contribution to establish a middle school technology lab
2007	\$12m	\$ 2.5m+	Federal grant (5 yrs) in partnership with Utica and Mt. Clemens to develop and/or expand quality programs for school of choice opportunities.
2006		\$ 60,000	Convergence Foundation MA2S grant for PEAK Motus research equipment
Continuing		\$ 15,000	Approx. annual allocation to teachers from Armada Education Foundation.
Continuing		\$ 6,000	Approx. annual grants to teachers from Four County Community Foundation
2010		\$ 90,000	Three year commitment by MSU to fund a total emersion Chinese/American Kindergarten classroom.

Other continuing partnerships/resources:

- Michigan Works summer program
- Motorola research partnership
- Armada's robotics team support (Ford, Chrysler, Amvets, Lions, etc.)
- Michigan Council of the Arts funding for artist-in-residence
- Local Knights of Columbus - annual \$1,500 contribution for sp. ed. program
- Lions and Lioness Clubs \$2,500 annual scholarships plus several thousands of dollars for other activities, requests
- Local Amvets Club
- Parent Support Groups: Athletic Boosters, Music Boosters, Middle School Parent Club, Tiger Cub Boosters (elementary parent group)

Funding and support will be coordinated between Title I and other sources through our administrative staff during bi-monthly meetings.

Ongoing Review of Eligible Student Progress:

10a. Describe the process utilized in an ongoing basis, to monitor the progress of participating children including the assessment tools used.

Students will be evaluated each trimester and directed toward available interventions accordingly. School counselors will provide first review for students based on teacher recommendations and student performance indicators.

10b. Describe how the data will be utilized to inform instruction and/or revise the targeted assistance program.

Students will be placed in classes and targeted for interventions based on their performance on the 8<sup>th</sup> grade common assessments, high school reading tests and course performance.

10c. Describe how evaluation of program services is utilized in planning professional development for teachers on how to identify students and implement the standards in the classroom.

All teachers will receive training in assessment and data interpretation. Future staff development sessions will be scheduled according to student performance on state HSCE standards.

## Public Act 25 Revised School Code

### 380.1277 School improvement plan Required Strategies

(1) Considering criteria established by the state board, in addition to the requirements specified in section 1280 for accreditation under that section, if the board of a school district wants all of the schools of the school district to be accredited under section 1280, the board shall adopt and implement and, not later than September 1 each year, shall make available to the department a copy of a 3- to 5-year school improvement plan and continuing school improvement process for each school within the school district.

The school improvement plans shall include, but are not limited to:

A mission statement:

#### MISSION STATEMENT

In an environment of life-long learning, we work together to recognize and develop potential and to promote success.

In pursuit of this mission, Armada High School:

- Provides a safe and stimulating learning environment
- Establishes high expectations for students
- Employs competent, caring, and enthusiastic staff members
- Delivers a comprehensive curriculum
- Actively engages parents and community members in the learning process
- Nurtures personal responsibility and respect for others

Goals based on student academic objectives for all students

**All students at Armada High School will be 100% proficient in writing and reading in 2014**

**All students at Armada High School will be 100% proficient in math by 2014**

Curriculum alignment corresponding with those goals

Develop Curriculum maps that align course content to state standards

Realign courses – phase out basic courses (i.e. Senior English).

Develop student interventions (i.e. tutoring, parallel courses) to provide additional support to struggling students.

Refine instructional practices to better address needs of different learning types

Develop comprehensive assessments to better evaluate student learning and drive instructional changes

Evaluation processes

The Armada Staff will meet at the end of each trimester to evaluate the following:  
Use Nelson-Denny and Gates-McGinitie tests to evaluate student reading levels  
Use staff developed common assessments to assess student progress on HSCEs  
Track student course passing rates in Math and English courses  
Student proficiency levels on Michigan Merit Exams

Staff development

Staff will be trained in the principles of Universal Design for Learning  
Staff will be trained in the appropriate use of instructional technology  
Staff will be trained in the proper use and interpretation of assessment data

Development and utilization of Community resources and volunteers

Armada High School will work with local organizations and volunteers including:

- |                               |                                     |                      |                                      |
|-------------------------------|-------------------------------------|----------------------|--------------------------------------|
| Armada Education Foundation   | Macomb Intermediate School District | Project Care         | GenScape                             |
| Four County Foundation        | Armada Booster Clubs                | Catch a Falling Star | MichiganWorks!                       |
| Dick Enberg (Armada Graduate) | Superintendent’s Advisory Council   | Armada Times         | Police Athletic League               |
| Convergence Institute         | Armada Community Enrichment Program | AmVets               | Armada Lions & Lioness Organizations |

Describe the role of adult and community education, libraries and community colleges in the learning community.

Armada is currently working on a partnership with Macomb Community College through the Michigan College Access Network to develop some alternative energy and engineering programs that will be housed within the Armada district and open to Macomb County students and adults. Ultimately, this partnership will allow Macomb Community College and Armada Area Schools to share staff.

Additionally, we have a partnership with Oakland University where we host student teachers and they will provide us with tutors for student. The tutors will be available four days a week after school in the library. Additionally, Oakland University partners with our Health Occupations Program to help train our students and enhance the training of Oakland’s nursing students.

Armada also has a partnership with the Confucius Institute at Michigan State University. We have a three year grant for one full-time Chinese teacher which will be expanded to another teacher for elementary next year.

Describe the building level decision making process.

The building level decision making process is led by the School Improvement Team. The team collects and examines data in order to present to the staff and stakeholders. At these meetings, goals are set for the building and strategies are generated. Data is collected on a continual basis and evaluated at staff meetings at the conclusion of each term.

School improvement plans described in this section shall be updated annually by each school and by the board of the school district. School improvement plans shall include at least all of the following additional matters:

Goals centered on student academic learning.

All students at Armada High School will be 100% proficient in writing and reading in 2014

All students at Armada High School will be 100% proficient in math by 2014

Strategies to accomplish the goals.

Students will become active participants in the evaluation and monitoring of their learning.  
Teachers will use varied instructional techniques in order to meet the learning style of each student.  
Curriculum will be aligned and assessed directly to state standards.  
Teachers will be trained in appropriate assessment techniques.

Describe how the building will evaluate of the plan.

The plan will be evaluated at the end of each term based on the following data:

Student reading level  
Student proficiency on state exams  
Student performance on staff created common assessments  
Student successful course completion  
Student proficiency on third-party standardized tests

Describe how the building will develop and use alternative measures of assessment that will provide authentic assessment of pupils' achievements Skills and competencies.

Currently, Armada High School is planning on using adaptive testing protocols as designed by the Northwest Evaluation and Assessment organization. These tests will be used to accurately measure student performance and provide a valid reference for our staff created common assessments.

Describe planned methods for effective use of technology as a way of improving learning and delivery of services and for integration of evolving technology in the curriculum.

All teachers will be trained in the principles of Universal Design for Learning. This training will encompass instructional technology and assessment. UDL will also focus on lesson creation, delivery, and working with students who struggle or are not challenged appropriately.

Describe ways to make available in as many fields as practicable opportunities for structured on the job learning, such as apprenticeships and internships, combined with classroom instruction that the building will implement.

Armada High School will work on developing a placement for each student in either a four-year university, community college, job training, or the military. Towards this end, we will require each student to have at least two years of a career sequence. Combined with our current internship/co-op program, students will be given the ability to gain hands-on experience in career fields.

# Stakeholder Involvement

List the names and positions of the stakeholders (staff, parents, community/business members and, as appropriate, students) who were involved in the planning, design, monitoring, and evaluation of this plan.

<b>School Improvement Planning Team Members</b> 🌟			
<b>Name</b>	<b>Signature</b>	<b>Position</b>	<b>E-mail</b>
<b>Phil Jankowski</b>		<b>Principal</b>	<b>pjankowski@armadaschools.org</b>
<b>Gail Kowitz</b>		<b>SIP Co-Chair</b>	<b>gkowitz@armadaschools.org</b>
<b>Yvonne Winston</b>		<b>SIP Co-Chair</b>	<b>ywinston@armadaschools.org</b>
<b>Mark Gosciwski</b>		<b>Assistant Principal</b>	<b>mgosciwski@armadaschools.org</b>
<b>Joe McDevitt</b>		<b>Teacher</b>	<b>jmcdevitt@armadaschools.org</b>
<b>Marlene Coppa</b>		<b>Teacher</b>	<b>mcoppa@armadaschools.org</b>
<b>Violet Fiddes</b>		<b>Teacher</b>	<b>vfiddes@armadaschools.org</b>
<b>Diane Barr</b>		<b>Media Specialist</b>	<b>dbarr@armadaschools.org</b>
<b>Caroline Szalay</b>		<b>Teacher</b>	<b>cszalay@armadaschools.org</b>
<b>Mrs. Bobcean</b>		<b>Parent</b>	
<b>Brenda Byars</b>		<b>Counseling Secretary</b>	<b>Bbyars@armadaschools.org</b>
<b>Jeremy Brakenberry</b>		<b>Vocational Teacher</b>	<b>jbrakenberry@armadaschools.org</b>

**Describe how all stakeholders are involved in the planning, design, monitoring, and evaluation of this school improvement plan.**

The main school improvement team is comprised of staff members of Armada High School. This group is charged with developing the process of gathering input from other stakeholders. Towards this end, surveys are used, focus groups are held, and information is collected. Once this process is complete, the raw information is presented to the entire staff where it is used to develop our goals. The goals and supporting data are then shared with our parent group and student group in order to begin developing strategies for achieving the goals. The School Improvement Team develops a monitoring process, and the staff meets at the conclusion of each term to analyze the data and make adjustments to the school improvement plan.

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

Decisions are made collaboratively with the staff. Once goals are defined, the staff and administration develop a strategic plan for adapting the curriculum, instruction, and assessment to reach those goals.

**Describe how school and student information and progress will be shared with all stakeholders in a language they can understand.**

School and student information is shared with stakeholders through our annual report and parent newsletter. Currently we are developing a parent portal so students and parents will be able to access individual student performance data through the web.

# Statement of Non-Discrimination

Federal Office of Civil Rights

The school 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 school 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 district/school is responsible, or for which it receives financial assistance from the U.S. Department of Education.

Title of School/District Contact: **Arnold Kummerow, PhD**

Address: **74500 Burk St., Armada, Michigan 48005**

Telephone Number: **586-784-2112**

## References:

Title VI of the Civil Rights Act of 1964,  
Title IX of the Education Amendments of 1972,  
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.