



School Improvement Plan

Lapeer High School

Lapeer Community Schools

Douglas C Lindsay, Administrator
933 South Saginaw St
Lapeer, MI 48446-2643

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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.

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Improvement Plan Assurance

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Introduction

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

DRAFT

Improvement Plan Assurance

Label	Assurance	Response	Comment	Attachment
1.	Which option was chosen for Goals and Plans?	Goals and Plans in ASSIST	Lapeer High School is in the second year of its current goals and plans. After reviewing the data for the building as a whole and specifically within our program review, continuation down this path with minor adjustments is the best step moving forward at this time.	

DRAFT

2016-17 School Improvement Plan

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Overview

Plan Name

2016-17 School Improvement Plan

Plan Description

2016-17 SIP

DRAFT

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 Lapeer High School will be proficient in mathematics.	Objectives: 1 Strategies: 3 Activities: 8	Academic	\$93000
2	All students at Lapeer High School will be proficient in reading.	Objectives: 1 Strategies: 3 Activities: 7	Academic	\$0
3	All students at Lapeer High School will be proficient in writing	Objectives: 1 Strategies: 2 Activities: 3	Academic	\$0

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Goal 1: All students at Lapeer High School will be proficient in mathematics.

Measurable Objective 1:

85% of Tenth, Eleventh and Twelfth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency on assessments in Mathematics by 06/30/2022 as measured by state level assessments, where an annual increase will be monitored using the "Annual Measurable Objective" determined by the state.

Strategy 1:

Student Engagement through Quality Instruction - Staff will teach problem solving strategies and high order thinking concepts through the delivery of differentiated mathematics lessons. Staff will assist students monitoring and reflecting on applying mathematical practices. Staff will expose students to multiple problem-solving strategies, including visual representations in their work.

Category:

Research Cited: Studies show that the analysis of student assessment data serves a critical role in teacher decision making and meeting the diverse needs of individual students. Additionally, collaborative analysis of formative and summative assessments to adjust instruction produces significant learning gains for all students, including those with disabilities.

Johnston, P. H. (2012). *Choice words: How our language affects children's learning*. Portland, Me: Stenhouse.

Johnston, P. (2004). *Opening Minds: Using Language to Change Lives*. Portland, Me. Stenhouse.

Hattie, J. (2009). *Visible learning: A synthesis of over 800 meta-analyses relating to achievement*. New York: Routledge.

Smith, M. & Stein, M. K. (2011). *5 practices for orchestrating productive mathematics discussions*. Reston, VA: The National Council of Teachers of Mathematics, Inc.

Christenson, S. L., Reschly, A. L., & Wylie, C. (Eds.). (2012). *Handbook of research on student engagement*. New York, NY: Springer. doi:10.1007/978-1-4614-2018-7

Frederick, M. L., Courtney, S., & Caniglia, J. (2014). With a little help from my friends: Scaffolding techniques in problem solving. *Investigations in Mathematics Learning*, 7(2), 21–32.

Marzano, R. J. *The art and science of teaching: A comprehensive framework for effective instruction*. Alexandria, VA: Association for Supervision and Curriculum Development.

Marzano, R. J. (2001). *Classroom instruction that works. Research based strategies for increasing student achievement*. Alexandria, VA: Association for Supervision and Curriculum Development. SY 2017-2018

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and Curriculum Development.

National Research Council. (2001). "Adding it up: Helping children learn mathematics." J. Kilpatrick, J. Swafford, & B. Findell (Eds.). Washington,DC: National

Kramarski, B. (2003). "The effects of metacognitive training vs. worked-out examples on students' mathematical reasoning." British Journal of Educational Psychology, 73(4), 449-471.

Cardelle-Elawar, M. (1995). "Effects of metacognitive instruction on low achievers in mathematics problems." Teaching and Teacher Education, 11(1), 81-95.

Jitendra, A.K., Griffin, C.C., McGoey, K., Gardill, M.C., Bhat, P., & Riley, T. (1998). "Effects of mathematical word problem solving by students at risk or with mild disabilities." Journal of Educational Research, 91(6), 345-355.

Perels, F., gurtler, T., & Schmitz, B. (2005). "Training of self-regulatory and problem-solving competence." Learning and Instruction, 15(2), 123-139.

Tier: Tier 1

Activity - Student Progress Monitoring through Formative/Summative Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be trained in utilizing formative and summative assessment data to improve student achievement. Teachers will collaborate with the district data coach and learning coaches to learn effective use of data to inform instructional practices. Staff will monitor student mathematical progress through assessments such as common summative assessments and/or unit assessments and other classroom assessments. Staff will regularly meet in department teams to discuss student progress, analyze assessments and student work, and collaborate to plan strategies for increasing student achievement. Students requiring additional assistance and interventions will be identified and plans will be formed for these students as needed.	Teacher Collaboration, Professional Learning, Technology	Tier 1	Implement	09/02/2015	06/30/2018	\$0	Title II Part A	Chief Academic Officer, Building and District Learning Coaches, Department Chairs, Classroom Teachers.
Activity - Questioning and Discussion Techniques to Support Differentiated Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Teachers will learn and apply research-based quality instruction strategies to engage students in critical thinking related to mathematics. Differentiated instruction practices based on identified student needs to address at-risk learners. "Talk Moves" will be taught as a strategy and as research, include Classroom Discussions; Using Math Talk to Help Students Learn by Suzanne H Chapin. These strategies will be learned through ongoing professional development and collaboration, including collaborative planning, lab classroom observation/visits, conference attendance and embedded professional development opportunities. Support with this practice will be provided by the building and district learning coaches.	Teacher Collaboration, Professional Learning, Technology	Tier 1	Implement	09/02/2015	06/30/2018	\$0	Title II Part A	Building Administrators, Building and District Learning Coaches, Department Chairs, Teacher Staff
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Activity - Collaborative Structures on Applying Mathematical Practices	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and administrators will learn and implement effective collaboration practices in order to identify, teach with, and assess essential content based on common core state standards using mathematical practices. These strategies will be learned through ongoing professional development and collaboration, including collaborative planning, lab classroom observations/visits, conference attendance and embedded professional development opportunities. This will also include any materials necessary to implement this activity, included but not limited to technology resources.	Teacher Collaboration, Professional Learning, Technology	Tier 1	Implement	09/02/2015	06/30/2018	\$0	Title II Part A	Building Administrators, Building and District Learning Coaches, Technology Specialists, Department Chairs, Teaching Staff

Strategy 2:

Differentiation to Supplement Learning - Staff will provide supplemental learning opportunities to students who are identified as not proficient in mathematics or who are identified as at-risk of becoming non proficient in mathematics based on a variety of assessments. In addition, advanced courses will be offered to students to extend their learning.

Category:

Research Cited: Research illustrates a correlation between student achievement and the development of an achievable, rigorous and aligned curriculum.

Boudett, K. P., City, E. A., & Murnane, R. J. (2014). Data wise: A step-by-step guide to using assessment results to improve teaching and learning. Cambridge, MA: Harvard Education Press.

Ainsworth, L. (2007). Common formative assessments : The centerpiece of an integrated standards-based assessment system. In D. Reeves (Ed.), Ahead of the curve:The power of assessment to transform teaching and learning (pp 79-101). Bloomington, IN: Solution-Tree.

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Buffam, A., et al. (2008). The collaborative administrator: Working together as a professional learning community. Bloomington IN: Solution-Tree.

Erkens, C., et al. (2008). The collaborative teacher: Working together as a professional learning community Bloomington, IN: Solution-Tree.

Marzano, R. (2003). What works in schools: Translating research into action. Alexandria: Association for Supervision and Curriculum Development (ASCD)

Jayanthi, M., Gersten, R., Baker, S. (2008). Mathematics instruction for students with learning disabilities or difficulty learning mathematics: A guide for teachers. Portsmouth, NH: RMC Research Corporation, Center on Instruction.

Differentiated Instruction-Responding to the Needs of ALL Learners, Carol Ann Tomlinson (1999)

Tier: Tier 2

Activity - Intervention Outside of Daily Math Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will provide instructional interventions to students demonstrating a need through data analysis and collaboration. Learning coaches and interventionists will help facilitate team meetings to ensure outside interventions of daily math instruction align with classroom instruction. The use of iConnect to facilitate this instruction as well as any additional materials necessary to implement this activity, including but not limited to technology resources, are also a part of this activity.	Academic Support Program, Technology	Tier 2	Implement	09/02/2014	06/30/2018	\$0	Section 31a	Building Administrators, Building and District Learning Coaches, Interventionists, Department Chairs, Teaching Staff

Activity - Alternative and Intervention Programs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Alternative and Intervention programs are offered to students in grades 10-12 who have not succeeded in the traditional high school setting, or for those who have had challenges with attendance, behavior and academic progress. Various alternative and intervention programs and course specific interventions are offered to students in grades 10-12. These include blended or full-time virtual students, after school campus, and the ombudsman program to work with students who have an identified need based on credit deficiency, behavior or academic progress.	Academic Support Program, Behavioral Support Program, Technology	Tier 3	Implement	09/02/2014	06/30/2018	\$0	Section 31a	Building Administrators, Program Directors, Interventionists, Teaching Staff

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Activity - Progress Monitoring through Formative/Summative Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use a variety of formative and summative assessments (including technology based) and participate in professional development on analyzing data to identify students who are in need of intervention and differentiation in mathematics. This assessment and analysis PD will support teachers in diagnosing math deficiencies and monitoring student progress in math.	Professional Learning, Academic Support Program, Technology	Tier 1	Implement	09/02/2015	06/30/2018	\$0	Title II Part A	Building Administrators, Learning Coaches, Teaching Staff

Strategy 3:

Instructional Outcomes and Quality Feedback - Staff will develop outcomes representing high expectations and rigor that are connected to a sequence of learning. Outcomes will be written in the form of student learning (KUD), permit viable methods of assessment, and reflect different types of learning. Students will be cognitively engaged in instruction using high quality questioning and discussion techniques, supported by quality feedback and the ability to self assess progress related to the learning outcome.

Category: Mathematics

Research Cited: Hattie, J (2009). Visible Learning: A synthesis of over 800 meta-analyses relating to achievement. New York:Routledge

Marzano, R. J. (2001) Classroom Instruction that works. Research based strategies for increasing student achievement. Alexandria, VA: Association for Supervision and Curriculum Development

Tier: Tier 1

Activity - KUD Unit Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will work during collaboration to develop unit KUDs before each unit where clear outcomes (aligned to standards) for what students will need to know, understand and do will be established.	Curriculum Development	Tier 1	Implement	08/29/2016	06/29/2018	\$0	No Funding Required	All core department teachers
Activity - Learning Coach Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Learning coach support will be utilized through cognitive coaching, and Lab/lesson study facilitation to ensure quality questioning, discussion, and feedback techniques are implemented with fidelity.	Professional Learning	Tier 1	Implement	08/29/2016	06/29/2018	\$93000	Section 31a	Learning Coaches

Goal 2: All students at Lapeer High School will be proficient in reading.

Measurable Objective 1:

85% of Tenth, Eleventh and Twelfth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency in English Language Arts in Reading by 06/30/2022 as measured by state level assessments, where an annual increase will be monitored using the "Annual Measurable Objective" as determined by the state..

Strategy 1:

Student Engagement through Quality Instruction - All staff will be trained in best practice strategies for increasing student engagement through quality instruction to improve student reading, literacy and comprehension. Components of content-relevant strategies will include whole group, small group and one-on-one conferencing to meet the individual needs of all students. Training on the effectiveness of increased student engagement in relation to student achievement will be offered.

Category:

Research Cited: Research illustrates a correlation between student achievement and the development of an achievable, rigorous and aligned curriculum. Additionally, schools that consistently utilize common assessments have the greatest student achievement. The use of common formative assessments, when well implemented, "... can effectively double the speed of learning" (William)

Dorn, L. J, & Soffos, C. (2005). Teaching for deep comprehension: A reading workshop approach. Portland, ME: Stenhouse Publishers.

Gabl, K. a., Kaiser, K. L., Long, J. K., & Roemer, J. L. (2007). Improving Reading Comprehension and Fluency through the Use of Guided Reading. Online Submission, 93. Retrieved from <http://eric.ed.gov/ERICWebPortal/recordDetail?accno=ED496377>

Ivey, G. & Johnston, P. H. (2013). Engagement with young adult literature: Outcomes and processes." Reading Research Quarterly

Johnston, P. H. (2012). Choice words: How our language affects children's learning. Portland, Me: Stenhouse.

Johnston, P. (2004). Opening Minds: Using Language to Change Lives. Portland, Me. Stenhouse.

Hattie, J. (2009). Visible learning: A synthesis of over 800 meta-analyses relating to achievement. New York: Routledge.

Christenson, S. L., Reschly, A. L., & Wylie, C. (Eds.). (2012). Handbook of research on student engagement. New York, NY: Springer. doi:10.1007/978-1-4614-2018-7

Marzano, R. J. (2001). Classroom instruction that works. Research based strategies for increasing student achievement. Alexandria, VA: Association for Supervision and Curriculum Development.

Ainsworth, L. (2007). Common formative assessments : The centerpiece of an integrated standards-based assessment system. In D. Reeves (Ed.), Ahead of the curve: The power of assessment to transform teaching and learning (pp 79-101). Bloomington, IN: Solution-Tree.

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Buffam, A., et al. (2008). The collaborative administrator: Working together as a professional learning community. Bloomington IN: Solution-Tree. Erkens, C., et al. (2008).

The collaborative teacher: Working together as a professional learning community. Bloomington, IN: Solution-Tree. Hattie, J. (2009). Visible learning: A synthesis of over 800 meta-analyses relating to achievement. New York, NY: Routledge.

Marzano, R. (2003). What works in schools: Translating research into action. Alexandria: Association for Supervision and Curriculum Development (ASCD).

Popham, W. J. (2006). Content standards: The unindicted co-conspirator. Educational Leadership, 64(1), 87-88.

William, D. (2007). "Changing Classroom Practice." Educational Leadership, December 2007/January 2008, V65, Number 4, p 36.

Differentiated Instruction-Responding to the Needs of ALL Learners, Carol Ann Tomlinson (1999)

Tier: Tier 1

Activity - Professional Development to Include Collaborative Structures on Literacy Best Practices	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All certified ELA staff will participate in professional development to include lesson studies, lab classrooms and other forms of collaboration to support lesson development and the use of best practice literacy strategies to support improving student engagement. This will also include and materials necessary to implement this activity, including but not limited to, technology resources.	Walkthrough, Teacher Collaboration, Professional Learning, Technology	Tier 1	Implement	09/02/2015	06/30/2018	\$0	Title II Part A	Building Administrators, Building and District Learning Coaches, Department Chairs, Teaching Staff

Activity - Cross Curricular Reading	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will provide students with opportunities for reading across the curriculum outside of daily ELA instruction to include informational reading in other content areas aligned to the common core. This activity will also include materials necessary to implement this activity, including but not limited to, technology resources and iConnect class time.	Teacher Collaboration, Professional Learning, Supplemental Materials, Technology	Tier 1	Implement	09/02/2015	06/30/2018	\$0	General Fund	Building Administrators, Teaching Staff

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Activity - Progress Monitoring through Formative/Summative Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will monitor student progress through formative and summative assessments. Staff will meet regularly in departments to discuss student progress, analyze assessments and student work, and collaborate to increase student achievement. Students requiring additional assistance and interventions will be identified and plans will be formed for these students as necessary. This will also include any materials necessary to implement this activity, including but not limited to, technology resources.	Teacher Collaboration, Professional Learning, Technology	Tier 1	Implement	09/02/2015	06/30/2018	\$0	Title II Part A	Building Administrators, Building and District Learning Coaches, Teaching Staff

Strategy 2:

Differentiation to Supplement Learning - Instructional staff will differentiate instruction with varied, research-based instructional strategies following analysis of assessment results to improve reading proficiency of all students, including student with disabilities, as evidenced by targeted, tiered interventions.

Category:

Research Cited: Studies show that analysis of student assessment data serves a critical role in teacher decision making and meeting the diverse needs of individual students. Additionally, collaborative analysis of formative and summative assessment to adjust instruction produces significant learning gains for all students, including those with disabilities. Research also indicates that Response to Intervention and differentiating appropriately has a great effect on student achievement.

Ainsworth, L. (2007). Common formative assessments : The centerpiece of an integrated standards-based assessment system. In D. Reeves (Ed.), *Ahead of the curve: The power of assessment to transform teaching and learning* (pp 79-101). Bloomington, IN: Solution-Tree.

Bernhardt, V. L., & Hebert, C. L. (2011). *Response to Intervention & Continuous School Improvement*. Larchmont, NY: Eye on Education.

Buffam, A., et al. (2008). *The collaborative administrator: Working together as a professional learning community*. Bloomington, IN: Solution-Tree.

DuFour, R., et al (2010). *Learning by doing: a handbook for professional learning communities at work*, 2nd ed. Bloomington, IN: Solution-Tree.

Fullan, M., Hill, P., & Stiegelmeier, C. (2006). *Breakthrough*. Thousand Oaks, CA: Corwin Press.

Gross, B., Booker, T. K., & Goldhaber, D. (2009, June). Boosting student achievement: The effect of comprehensive school reform on student achievement. *Educational Evaluation and Policy Analysis*, 31(2), 111-126.

L.M. Pinkus, ed., *Meaningful measurement: The role of assessments in improving high school education in the 21st century* (Washington, DC: Alliance for Excellent Education, 2009).

Reeves, D. (2010). *Transforming professional learning into student results*. Alexandria: Association for Supervision and Curriculum Development (ASCD).

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Wiliam, D. (2007). Content then process: Teacher learning communities in the service of formative assessment. In D. Reeves (Ed.), *Ahead of the curve: The power of assessment to transform teaching and learning* (pp. 183?206). Bloomington, IN: Solution Tree.

Hewitt, C., Niego, J., & Van Ryn, S. (1996). *Improving Low Reading Skills Through the Use of Reader's Workshop*. Saint Xavier.

Pinnell, G. S. & Fountas, I. (2008). *When readers struggle: Teaching that works*. Portsmouth, NH: Heinemann.

Burns, M. & Gibbons, K. (2012). *Implementing response-to-intervention in elementary and secondary schools: Procedures to assure scientific based practices*. New York, NY: Routledge

Bianco, S. D. (2010). *Improving Student Outcomes: Data-driven Instruction and Fidelity of Implementation in a Response to Intervention (RTI) Model Improving Student Outcomes: Data-driven Instruction and Fi- Model*, 6(5).

Gersten, R., Compton, D., Connor, C. M., Dimino, J., Santoro, L., Linan-Thompson, S., & Tilly, W. D. (2009). *Assisting Students Struggling with Reading: Response to Intervention (Rtl) and Multi-Tier Intervention in the Primary Grades*. What Works Clearinghouse (Vol. 190). Washington D.C. doi:10.1016/j.jhazmat.2011.04.026

Dorn, L. J, & Soffos, C. (2005). *Teaching for deep comprehension: A reading workshop approach*. Portland, ME: Stenhouse Publishers.

City, E. A., Elmore, R. F., Fiarman, S. E., & Teitel, L. (2010). *Instructional rounds in education: A network approach to improving teaching and learning*. Cambridge, MA: Harvard Education Press.

DuFour, R., DuFour, R., Eaker, R., & Many, T. (2006). *Learning by doing: A handbook for professional learning communities at work*. Bloomington, IN: Solution Tree.

Boudett, K. P., City, E. A., & Murnane, R. J. (2014). *Data wise: A step-by-step guide to using assessment results to improve teaching and learning*. Cambridge, MA: Harvard Education Press.

Tier: Tier 2

Activity - Assessment Analysis Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Collaborative teams will learn to effectively analyze formative and summative assessment data to inform instructional practices and improve student achievement. They will work with instructional and data coaches and department chairs through data analysis protocols to identify student strengths and weaknesses in order to adjust instruction.	Teacher Collaboration, Professional Learning, Technology	Tier 1	Monitor	08/28/2013	06/30/2018	\$0	Title II Part A	Building Administrators, Building and District Learning Coaches, Department Chairs
Activity - Training and Collaboration on Effective Instructional Practices	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive and implement professional development on research-based, differentiated instructional practices based on identified student needs to address at-risk learners and extended learning opportunities for those exceeding expectations. Collaborative teams will collectively make decisions by building shared knowledge of evidence-based practices. Strategies will be learned through ongoing professional development, coaching and collaboration, including collaborative planning, lab classroom observations/visits, conference attendance, and embedded professional development opportunities.	Teacher Collaboration, Professional Learning, Technology	Tier 1	Implement	09/02/2015	06/30/2018	\$0	Title II Part A	Building Administrators, Building and District Learning Coaches, Department Chairs, Teaching Staff
Activity - Progress Monitoring through Formative/Summative Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will monitor student progress and track students who are reading below grade level and/or failing core subject area classes. Collaborative teams along with instructional coaches, will monitor the learning of each student's achievement on essential outcomes in ELA through a series of frequent common formative assessments.	Teacher Collaboration, Professional Learning, Technology	Tier 2	Implement	09/02/2015	06/30/2018	\$0	Section 31a	Building Administrators, Building and District Learning Coaches, Interventionists, Department Chairs

Strategy 3:

Informational Reading Instruction - Instructional staff will utilize explicit instructional strategies to improve student comprehension of informational text through training, lab classroom experiences and other professional development. This will be monitored by classroom observations and improvement in student achievement on informational reading assessments.

Category:

Research Cited: Hattie, J. (2009). Visible Learning, A synthesis of over 800 meta-analyses relating to achievement.

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Russell, S. (2005) Challenging Task in Appropriate Text: Designing Discourse Communities to Increase the Literacy Growth of Adolescent Struggling Readers. Published Dissertation, University of Maryland.

Schott, C. (2007). Improving adolescent literacy: Content area strategies at work. Journal of Adolescent & Adult Literacy, 51(1), 86. U.S. Department of Education NCEE 2008-4027 Report, from What Works Clearinghouse (August 2009). Improving adolescent literacy: Effective classroom and intervention practices: A Practice Guide, Institute of Education Services, Kamil, Borman, Dole, Krall, Salinger and Torgesen.

U.S. Department of Education NCEE 2010-4038 Report, from What Works Clearinghouse Improving

Tier: Tier 1

Activity - Professional Development in Effective Reading Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will participate in ongoing professional development in research-based ELA instruction, including collaborative lab classroom observations, cross-curricular integration, in-depth study of the workshop model, and workshops in instructional methods.	Teacher Collaboration, Professional Learning, Technology	Tier 1	Getting Ready	09/02/2015	06/30/2018	\$0	Title II Part A	Building Administrators, Building and District Learning Coaches, Department Chairs, Teaching Staff

Goal 3: All students at Lapeer High School will be proficient in writing

Measurable Objective 1:

85% of Tenth, Eleventh and Twelfth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency in English Language Arts in Writing by 06/30/2022 as measured by state level assessments, where an annual increase will be monitored using the "Annual Measurable Objective" as determined by the state.

Strategy 1:

Student Engagement through Quality Instruction - Staff will be trained in, and incorporate, best practices in writing instruction across the curriculum to include student engagement strategies. Training will be in the form of PD to include utilizing learning coaches to facilitate LAB, Lesson Study, etc.

Category:

Research Cited: Guthrie, John T., and Angela McRae. "Reading Engagement Among African American and European American Students." What Research Has to Say

about Reading Instruction. Newark, DE: International Reading Association, 2011. 115-142. Print.

Ivey, Gay, and Peter H. Johnston. "Engagement With Young Adult Literature: Outcomes and Processes." *Reading Research Quarterly* (2013): Print.

Johnston, Peter H. *Choice Words: How Our Language Affects Children's Learning*. Portland, Me.: Stenhouse, 2004. Print.

Johnston, Peter H. *Opening Minds: Using Language to Change Lives*. Portland, Me.: Stenhouse, 2012. Print.

Marzano, Robert J. *The Art and Science of Teaching: A Comprehensive Framework for Effective Instruction*. Alexandria, VA: Association for Supervision and Curriculum Development, 2007. Print.

Anderson, C. 2005. "Assessing Writers." Portsmouth, NH: Heinemann.

Ivey, G. & Johnston, P. H. (2013). Engagement with young adult literature: Outcomes and processes." *Reading Research Quarterly*

Johnston, P. H. (2012). *Choice words: How our language affects children's learning*. Portland, Me: Stenhouse.

Johnston, P. (2004). *Opening Minds: Using Language to Change Lives*. Portland, Me. Stenhouse.

Hattie, J. (2009). *Visible learning: A synthesis of over 800 meta-analyses relating to achievement*. New York: Routledge.

Christenson, S. L., Reschly, A. L., & Wylie, C. (Eds.). (2012). *Handbook of research on student engagement*. New York, NY: Springer. doi:10.1007/978-1-4614-2018-7

Marzano, R. J. (2001). *Classroom instruction that works. Research based strategies for increasing student achievement*. Alexandria, VA: Association for Supervision and Curriculum Development.

Anderson, C. (2005). *Assessing Writers*. Portsmouth, NH: Heinemann.

Calkins, L. M. (1994). *The art of teaching writing*. Portsmouth, NH: Heinemann.

Graves, D. H. (1994). *A fresh look at writing: A professional's guide*. Portsmouth, NH: Heinemann.

Spandel, V. (2001). *Creating writers through 6-trait writing assessment and instruction*. Boston, MA: Addison Wesley Longman.

Tier: Tier 1

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Activity - Progress Monitoring through Formative/Summative Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will collaborate to implement writing units of study. They will analyze writing data throughout the course of the year to monitor student progress and ensure those students who are struggling will receive additional support to meet each student's individual needs and plan differentiated instruction for all students. This will also include any materials necessary to implement this activity, including but not limited to, technology resources.	Teacher Collaboration, Professional Learning, Technology, Curriculum Development	Tier 1	Implement	09/02/2015	06/30/2018	\$0	Title II Part A	Building Administrators, Building and District Learning Coaches, Teaching Staff

Activity - Writing Across the Curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be trained in, and incorporate, best practices in writing across the curriculum to include choosing meaningful text and creating purposeful written responses across varied modes of writing. This will include any materials necessary to implement this activity, including but not limited to, technology resources.	Teacher Collaboration, Professional Learning, Technology	Tier 1	Implement	09/02/2015	06/30/2018	\$0	General Fund	Building Administrators, Teaching Staff

Strategy 2:

Differentiation to Supplement Learning - Teachers will offer additional intervention time outside of daily writing instruction (iConnect) to support struggling students. Staff will use progress monitoring data, classroom observations and scoring rubrics to identify individual student needs.

Category:

Research Cited: Pinnell, G. S. & Fountas, I. (2008). When readers struggle: Teaching that works. Portsmouth, NH: Heinemann.

Burns, M. & Gibbons, K. (2012). Implementing response-to-intervention in elementary and secondary schools: Procedures to assure scientific based practices. New York, NY: Routledge

Bianco, S. D. (2010). Improving Student Outcomes: Data-driven Instruction and Fidelity of Implementation in a Response to Intervention (RTI) Model Improving Student Outcomes: Data-driven Instruction and Fi- Model, 6(5).

Tier: Tier 2

Activity - Progress Monitoring through Formative/Summative Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Staff will analyze writing data throughout the course of the year to monitor student progress and ensure those students who are struggling will receive additional support to meet each student's individual needs and plan differentiated instruction to support all tiers of instruction. This will also include any materials necessary to implement this activity, including but not limited to, technological resources	Teacher Collaboration, Academic Support Program, Technology	Tier 2	Implement	09/02/2015	06/30/2018	\$0	Section 31a	Building Administrators, Teaching Staff
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Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Section 31a

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Progress Monitoring through Formative/Summative Assessments	Staff will monitor student progress and track students who are reading below grade level and/or failing core subject area classes. Collaborative teams along with instructional coaches, will monitor the learning of each student's achievement on essential outcomes in ELA through a series of frequent common formative assessments.	Teacher Collaboration, Professional Learning, Technology	Tier 2	Implement	09/02/2015	06/30/2018	\$0	Building Administrators, Building and District Learning Coaches, Interventionists, Department Chairs
Intervention Outside of Daily Math Instruction	Staff will provide instructional interventions to students demonstrating a need through data analysis and collaboration. Learning coaches and interventionists will help facilitate team meetings to ensure outside interventions of daily math instruction align with classroom instruction. The use of iConnect to facilitate this instruction as well as any additional materials necessary to implement this activity, including but not limited to technology resources, are also a part of this activity.	Academic Support Program, Technology	Tier 2	Implement	09/02/2014	06/30/2018	\$0	Building Administrators, Building and District Learning Coaches, Interventionists, Department Chairs, Teaching Staff
Learning Coach Support	Learning coach support will be utilized through cognitive coaching, and Lab/lesson study facilitation to ensure quality questioning, discussion, and feedback techniques are implemented with fidelity.	Professional Learning	Tier 1	Implement	08/29/2016	06/29/2018	\$93000	Learning Coaches

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Progress Monitoring through Formative/Summative Assessments	Staff will analyze writing data throughout the course of the year to monitor student progress and ensure those students who are struggling will receive additional support to meet each student's individual needs and plan differentiated instruction to support all tiers of instruction. This will also include any materials necessary to implement this activity, including but not limited to, technological resources	Teacher Collaboration, Academic Support Program, Technology	Tier 2	Implement	09/02/2015	06/30/2018	\$0	Building Administrators, Teaching Staff
Alternative and Intervention Programs	Alternative and Intervention programs are offered to students in grades 10-12 who have not succeeded in the traditional high school setting, or for those who have had challenges with attendance, behavior and academic progress. Various alternative and intervention programs and course specific interventions are offered to students in grades 10-12. These include blended or full-time virtual students, after school campus, and the ombudsman program to work with students who have an identified need based on credit deficiency, behavior or academic progress.	Academic Support Program, Behavioral Support Program, Technology	Tier 3	Implement	09/02/2014	06/30/2018	\$0	Building Administrators, Program Directors, Interventionists, Teaching Staff

Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Collaborative Structures on Applying Mathematical Practices	Teachers and administrators will learn and implement effective collaboration practices in order to identify, teach with, and assess essential content based on common core state standards using mathematical practices. These strategies will be learned through ongoing professional development and collaboration, including collaborative planning, lab classroom observations/visits, conference attendance and embedded professional development opportunities. This will also include any materials necessary to implement this activity, included but not limited to technology resources.	Teacher Collaboration, Professional Learning, Technology	Tier 1	Implement	09/02/2015	06/30/2018	\$0	Building Administrators, Building and District Learning Coaches, Technology Specialists, Department Chairs, Teaching Staff

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Professional Development to Include Collaborative Structures on Literacy Best Practices	All certified ELA staff will participate in professional development to include lesson studies, lab classrooms and other forms of collaboration to support lesson development and the use of best practice literacy strategies to support improving student engagement. This will also include and materials necessary to implement this activity, including but not limited to, technology resources.	Walkthrough, Teacher Collaboration, Professional Learning, Technology	Tier 1	Implement	09/02/2015	06/30/2018	\$0	Building Administrators, Building and District Learning Coaches, Department Chairs, Teaching Staff
Training and Collaboration on Effective Instructional Practices	Teachers will receive and implement professional development on research-based, differentiated instructional practices based on identified student needs to address at-risk learners and extended learning opportunities for those exceeding expectations. Collaborative teams will collectively make decisions by building shared knowledge of evidence-based practices. Strategies will be learned through ongoing professional development, coaching and collaboration, including collaborative planning, lab classroom observations/visits, conference attendance, and embedded professional development opportunities.	Teacher Collaboration, Professional Learning, Technology	Tier 1	Implement	09/02/2015	06/30/2018	\$0	Building Administrators, Building and District Learning Coaches, Department Chairs, Teaching Staff
Progress Monitoring through Formative/Summative Assessments	Staff will collaborate to implement writing units of study. They will analyze writing data throughout the course of the year to monitor student progress and ensure those students who are struggling will receive additional support to meet each student's individual needs and plan differentiated instruction for all students. This will also include any materials necessary to implement this activity, including but not limited to, technology resources.	Teacher Collaboration, Professional Learning, Technology, Curriculum Development	Tier 1	Implement	09/02/2015	06/30/2018	\$0	Building Administrators, Building and District Learning Coaches, Teaching Staff
Assessment Analysis Professional Development	Collaborative teams will learn to effectively analyze formative and summative assessment data to inform instructional practices and improve student achievement. The will work with instructional and data coaches and department chairs through data analysis protocols to identify student strengths and weaknesses in order to adjust instruction.	Teacher Collaboration, Professional Learning, Technology	Tier 1	Monitor	08/28/2013	06/30/2018	\$0	Building Administrators, Building and District Learning Coaches, Department Chairs

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<p>Student Progress Monitoring through Formative/Summative Assessments</p>	<p>Teachers will be trained in utilizing formative and summative assessment data to improve student achievement. Teachers will collaborate with the district data coach and learning coaches to learn effective use of data to inform instructional practices. Staff will monitor student mathematical progress through assessments such as common summative assessments and/or unit assessments and other classroom assessments. Staff will regularly meet in department teams to discuss student progress, analyze assessments and student work, and collaborate to plan strategies for increasing student achievement. Students requiring additional assistance and interventions will be identified and plans will be formed for these students as needed.</p>	<p>Teacher Collaboration, Professional Learning, Technology</p>	<p>Tier 1</p>	<p>Implement</p>	<p>09/02/2015</p>	<p>06/30/2018</p>	<p>\$0</p>	<p>Chief Academic Officer, Building and District Learning Coaches, Department Chairs, Classroom Teachers.</p>
<p>Progress Monitoring through Formative/Summative Assessments</p>	<p>Staff will monitor student progress through formative and summative assessments. Staff will meet regularly in departments to discuss student progress, analyze assessments and student work, and collaborate to increase student achievement. Students requiring additional assistance and interventions will be identified and plans will be formed for these students as necessary. This will also include any materials necessary to implement this activity, including but not limited to, technology resources.</p>	<p>Teacher Collaboration, Professional Learning, Technology</p>	<p>Tier 1</p>	<p>Implement</p>	<p>09/02/2015</p>	<p>06/30/2018</p>	<p>\$0</p>	<p>Building Administrators, Building and District Learning Coaches, Teaching Staff</p>
<p>Professional Development in Effective Reading Instruction</p>	<p>Staff will participate in ongoing professional development in research-based ELA instruction, including collaborative lab classroom observations, cross-curricular integration, in-depth study of the workshop model, and workshops in instructional methods.</p>	<p>Teacher Collaboration, Professional Learning, Technology</p>	<p>Tier 1</p>	<p>Getting Ready</p>	<p>09/02/2015</p>	<p>06/30/2018</p>	<p>\$0</p>	<p>Building Administrators, Building and District Learning Coaches, Department Chairs, Teaching Staff</p>

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Questioning and Discussion Techniques to Support Differentiated Instruction	Teachers will learn and apply research-based quality instruction strategies to engage students in critical thinking related to mathematics. Differentiated instruction practices based on identified student needs to address at-risk learners. "Talk Moves" will be taught as a strategy and as research, include Classroom Discussions; Using Math Talk to Help Students Learn by Suzanne H Chapin. These strategies will be learned through ongoing professional development and collaboration, including collaborative planning, lab classroom observation/visits, conference attendance and embedded professional development opportunities. Support with this practice will be provided by the building and district learning coaches.	Teacher Collaboration, Professional Learning, Technology	Tier 1	Implement	09/02/2015	06/30/2018	\$0	Building Administrators, Building and District Learning Coaches, Department Chairs, Teacher Staff
Progress Monitoring through Formative/Summative Assessments	Teachers will use a variety of formative and summative assessments (including technology based) and participate in professional development on analyzing data to identify students who are in need of intervention and differentiation in mathematics. This assessment and analysis PD will support teachers in diagnosing math deficiencies and monitoring student progress in math.	Professional Learning, Academic Support Program, Technology	Tier 1	Implement	09/02/2015	06/30/2018	\$0	Building Administrators, Learning Coaches, Teaching Staff

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
KUD Unit Development	Staff will work during collaboration to develop unit KUDs before each unit where clear outcomes (aligned to standards) for what students will need to know, understand and do will be established.	Curriculum Development	Tier 1	Implement	08/29/2016	06/29/2018	\$0	All core department teachers

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Writing Across the Curriculum	Teachers will be trained in, and incorporate, best practices in writing across the curriculum to include choosing meaningful text and creating purposeful written responses across varied modes of writing. This will include any materials necessary to implement this activity, including but not limited to, technology resources.	Teacher Collaboration, Professional Learning, Technology	Tier 1	Implement	09/02/2015	06/30/2018	\$0	Building Administrators, Teaching Staff

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Cross Curricular Reading	Staff will provide students with opportunities for reading across the curriculum outside of daily ELA instruction to include informational reading in other content areas aligned to the common core. This activity will also include materials necessary to implement this activity, including but not limited to, technology resources and iConnect class time.	Teacher Collaboration, Professional Learning, Supplemental Materials, Technology	Tier 1	Implement	09/02/2015	06/30/2018	\$0	Building Administrators, Teaching Staff
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