# School Improvement Plan

# Reese High School

## Reese Public Schools

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# TABLE OF CONTENTS

**School Additional Requirements Diagnostic**

**Reese High School --School Improvement Plan**

# Introduction

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

# Executive Summary

# Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning. <br><br> The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

# Description of the School

**Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?**

Reese High School has approximately 350 students.  The villiage of Reese is 15 miles east of Saginaw in the heart of agricultural country.  Reese has a population of 1400 residents and our district is open to outlying areas.  Roughly 1 in 5 students in a school of choice pupil.  The community lacks cultural diversity.  The community support the schools which is obvious once you drive through our town.  We have very little discipline issues and students strive to achieve in the classroom.

# School's Purpose

**Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.**

Our mission is to provide a safe learning environment that encourages students to reach their potential.  We know each and every kid.  We are able to develop quality relationships with our students and help them pursuit their educational desires.  Walking into our school, one can clearly see quality in our number one resource; our students.  Providing opportunities for them to explore potential career paths sets us apart from many school districts.

# Notable Achievements and Areas of Improvement

**Describe the school's notable achievements and areas of improvement in the last three years.  Additionally, describe areas for improvement that the school is striving to achieve in the next three years.**

A school is noted in the thumb area for consistently producing quality athletic teams.  We compete in all sports which provides positive press.  Our academic achievements are just as impressive but do not make the newspaper nearly enough.  Students received some of the highest ACT scores in the State.  We score above the State average in all subjects.

The high school needs to close the gap between the highest 30% and the lowest 30% of student test scores.  We have been given the label as a Focus school for the upcoming 2013-14 school year based upon that gap.  Our school improvement plan will discuss in detail on how we will close this gap.

# Additional Information

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

The high school improved significantly on the top to bottom list going from a 52% ranking to a 67% in just one year. Our ACT scores continued to improve. We have put much time and effort aligning our math curriculum k-12.

# Improvement Plan Stakeholder Involvement

# Introduction

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

# Improvement Planning Process

Improvement Planning Process

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

Stakeholders included a literacy expert from the Institute of Excellence of Education, school improvement expert from the Tuscola ISD, a community member who was also a parent, and several staff members.  Meeting our held in our media center and invites are made will in advance.  Times were mostly held after school but we did have a workshop that took place throughout the entire school day.

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

The literacy expert help to create strategies that would improve our Language Arts scores.  She has served as a literacy coach at several districts implementing strategies for teachers to use and assess.  Our team used data to make decisions as to where improvements needed to be made.  The local ISD helped the team to efficiently use the new ASSIT program.

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

Our school improvement plan will be rolled out before school starts.  Part of our PD will include time to review our improvement plan. Our plan will be discussed at staff meetings, PD dates, and common planning periods.

# School Data Analysis

# Introduction

The School Data Analysis (SDA) is a diagnostic tool intended to facilitate rich and deep collaborative discussions among staff members about school data. The SDA can serve as a guide to determine a school's strengths, challenges, and directions for improvement based on an analysis of data and responses to a series of data related questions. This data collection and analysis process includes the identification of content area achievement gaps and reflections on causation. Please note that questions related to gaps and causes for a gap are marked with an asterisk (*). This diagnostic represents the various types of student data that should be continuously collected, reviewed, and analyzed in conjunction with other local school data. Completion of the SDA is required.

# Student Enrollment Data

**How do student enrollment trends affect  staffing?**

Reese has a declining enrollment.  The high school numbers have not been volatile and have remained somewhat stagnate.  Staffing has been associated with overall budget concerns more related to retirement, insurance, and a declining foundation allowance.  Classes have higher numbers then in the past with several sections obtaining 30 students or more.

**How do student enrollment trends affect staff recruitment?**

There are numerous potential teacher candidates that would love to teach for Reese High School.  Cuts by attrition are more common than lay-off due to declining enrollment.

**How do student enrollment trends affect budget?**

Our school board has been deficient spending for three years.  A constant discussion on how to cut programs and services is the norm.  If student enrollment continues to decrease, the district may have to shut down the middle school building.

**How do student enrollment trends affect resource allocations?**

Our mission is to serve the students first and foremost.  Decisions need to be made according to that mission.  Allocations towards adults should only come after our students needs are addressed.  Underserving our children can not part of the budget decision making process.

**How do student enrollment trends affect facility planning and maintenance?**

Reese High school has eliminated both wood shop and automotive courses for the 2013-14 school year.  Finding valuable classes for students to pursue has been paramount to our students.  We have a significant number of shared staff who are placed where the numbers dictate.  Further planning must take place as the foreign language requirement for all students will require the district to spend much more dollars to adhere to such mandates.

**How do student enrollment trends affect parent/guardian involvement?**

Enrollment trends will affect the number of potential parent involvement volunteers.  Recruiting parents can be much more powerful than any school enrollment trend.

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

Our partnership with community members, businesses, and area leaders provides several opportunities for positive public relations.  One in five students at the high school is a school of choice student.  Our quality educational product aides in maintaining consistent enrollment numbers.

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

It is all about the money attached with each student.  I believe trimming the budget was needed but the pendulum is now swinging to far.  Cutting services such as guidance counselors, social workers, and electives such as shop, drama, and choir are creating environments that breed failure and frustration.  Finding career paths for students that are not college bound is becoming more of a challenge each year.

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

Our staff has been mentoring struggling students.  Doing more with less is a phrase we have come to accept and when children are involved, RHS staff steps up.  We maintain a positive culture finding ways to connect with our student population.  Changes in the master schedule allow time for students to get organized and time to receive academic support.  Our special education program has a new vision and look to individualize each learner.  Networking with the Career Tech Center has increased the number of students attending from 38 in 2012-13 to 54 students enrolled for the 2013-14 school year.

**What are the challenges you noticed based on student attendance?**

Student attendance is not a huge concern for Reese High School.  We do have students who miss school too much but we are aware of these students and communicate well when truancy occurs.  The school board has adopted attendance policies that support the classroom.  The attendance secretary is excellent when tracking student attendance data.  We only reported one student last year to the courts who later dropped out on his 16th birthday.

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

We will continue to communicate with the home and search for solutions for each student.  A blanket response is not effective.  We solve student issues on student at a time.  Finding the proper resource is the challenge.  Once the solution is found, the job is super rewarding!

# Student Achievement Data for All Students

This area includes data questions.

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

Using the MME school demographic report, Reese's highest level of proficiency occurred in both Reading and Writing with both receiving a 54% proficient rating.

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

We are going to continue focus on all areas. All areas would benefit from improvement. We are not satisfied nor do we see a significant positive trend in any one area.

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

We scored above the state average in all areas as per the ACT/graduating class 2013.

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

The top 30% of students appear to test successfully in all areas. They appear to be strong all around students.

**What factors or causes contributed to improved student achievement?**

Our students, for the most part, come from families that are supportive. They have enough to eat, are safe and acceptable behavior is expected from parents.

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

It is evident through coversations with students and parents and observation of student behavior.

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

Mathematics appears to have the lowest level of proficient student achievement.

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

None really show a negative trentd.  Our negative trend appears to be results are status quo.

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

No area is below the staet average.

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

The bottom 30% of our students always includes our most challenged special education students.  It also tends to include students that are not actively involved in school activities (band, choir, sports).  Many of our economically disadvantaged students scored in the bottom 30%.

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

We have not found an answer to this question.  We have decided to focus on student results and how our instruction can be planned to meet their needs.

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

At this point, we don't completely.  We are just beginning to have meaningful data conversations.  However, it is obvioius that we are not doing enough to ensure student learning.

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

Focused PD

Formative and meaningful assessment

Professional data conversations and planning

Remediation and extention

# Subgroup Student Achievement

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

- White

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

- None

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

None that we have noticed.

**How do you know the achievement gap is closing?***

We would know the achievement gap was closing if we studied data over time and tracked their progress.

**What other data support the findings?**

We have not been collecting other data.  We have begun to organize collection of formative and summative local data.

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

It will be internal causes that will help us begin to close the achievement.

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

At this point, our process and journey is just beginning.  We do not have evidence of if or what begun to close the achievement gap.

**What actions could be taken to continue this positive trend?**

Focused attention to processes, results and action to address needs.  We need to become truly student centered.

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

   •None

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

   •None

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

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

NA

**What other data support the findings?***

We have looked at MEAP, MME and ACT.

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

Lack of focus on student needs and learning.

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

At this point, our journey is just beginning--so we, quite honestly, don't.

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

Focused and deliberate work to recognize what students are need to know, if they know it and to address what to do if they do NOT know it...and to extend their knowledge if they DO know.

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

We do not have any.

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

We do not 31 a funds nor Title I in our building.  We work with general funds to address challenges.  Students with IEPs are supported, by law, via the services determined during their IEP meetings.

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

We examine grades and standardized achievement and plan accordingly.

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

None

| Label | Question | Value |
|-------|----------|-------|
|  | What percentages of students participate in Extended Learning Opportunities, either for additional support or increased challenge? | 0.0 |

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

We do not have ELO.

| Label | Question | Value |
|-------|----------|-------|
|  | What is the total FTE count of teachers in your school? | 20.0 |

| Label | Question | Value |
|-------|----------|-------|
|  | How many teachers have been teaching 0-3 years? | 1.0 |

| Label | Question | Value |
|-------|----------|-------|
|  | How many teachers have been teaching 4-8 years? | 4.0 |

| Label | Question | Value |
|-------|----------|-------|
|       | How many teachers have been teaching 9-15 years? | 8.0 |

| Label | Question | Value |
|-------|----------|-------|
|       | How many teachers have been teaching >15 years? | 7.0 |

**What impact might this data have on student achievement?**

It helps guide as us as to how to begin our conversations based on their experiences.

| Label | Question | Value |
|-------|----------|-------|
|       | Indicate the total number of days for teacher absences due to professional learning or professional meetings. | 290.0 |

| Label | Question | Value |
|-------|----------|-------|
|       | Indicate the total number of days for teacher absences due to illness. | 272.0 |

**What impact might this data have on student achievement?**

This amount of absences (although there were special circumstances that account for hte majority of absences) negatively impacts students because a substitute generally does not have the student relationships nor the knowledge to support student learning as well as their "regular" teacher.

# Perception Data - Students

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

Students expressed positive feelings towards their teachers and their teachers' instructional methods.  Students expressed that they value education and that their education is important to their family.  They feel that they are cared about and important to their teachers.

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

Students expressed that adults are demonstrating more attention to their needs and display that it is important to them that students are learning and enjoying learning.

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

Students expressed dissatisfaction with school lunches and with some of the changes/initiatives that they clearly did not understand.  A renewed effort to explain changes as per demonstrated student needs is evident.

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

School lunch and a basic understanding of change/initiatives.

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

We have not examined the cause but perhaps we have not addressed/heard their concerns.

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

We are working to create appropriate action for their opinions.

# Perception Data – Parents/Guardians

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

Parents are proud and happy that their students attend Reese.  Many of our parents attended Reese.

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

They are supportive of athletics and community involvement.

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

Parents indicate that they would like improved communication including improving the webpage.

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

Communication

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

Communication, in general, has become easier.  Parents see this in their every day life and would like that factor to carryover to their students' education.

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

We  have discussed creating more communication opportunities.  We have also discusses improving our webpage.

# Perception Data – Teachers/Staff

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

Teachers appreciate our students' behavior and personalitites.

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

Teachers like some of the new technology and PD opportunities.

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

Teachers are nervous about newer expectations.

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

Teachers are concerned that the state wants to eliminate them not support them.

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

We have a lot of focused work to do.  When our goals become clear, attitudes will improve.

# Other

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

We use this data to plan additions to our classrooms (especially Health class) and to have handle on what challenges are current with our students.  We focus on school culture with this data.

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

Staff, parents and other community stakeholders have been involved in change discussions.  We are striving to improve this participation.

**What evidence do you have to indicate the extent to which the Common Core State Standards are being implemented?**

When examining our curriculum and tools one can see the extend to which the CCS has been implemented.

# School Additional Requirements Diagnostic

# Introduction

This diagnostic contains certification requirements for Michigan schools. This diagnostic must be completed by all schools.

# School Additional Requirements Diagnostic

| Assurance | Response | Comment | Attachment |
|---|---|---|---|
| Literacy and math are tested annually in grades 1-5. | Yes | | |

| Assurance | Response | Comment | Attachment |
|---|---|---|---|
| Our school published a fully compliant annual report. (The Annual Education Report (AER) satisfies this). If yes, please provide a link to the report in the box below. | Yes | | |

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

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

| Assurance | Response | Comment | Attachment |
|---|---|---|---|
| The institution complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of this institution that no person on the basis of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status or disability shall be subjected to discrimination in any program, service or activity for which the institution is responsible, or for which it receives financial assistance from the U.S. Department of Education. References: Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, The Age Discrimination Act of 1975, The Americans with Disabilities Act of 1990, Elliott-Larsen prohibits discrimination against religion. | Yes | | |

| Assurance | Response | Comment | Attachment |
|---|---|---|---|
| The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities.  If yes, list the name, position, address and telephone number of the employee in the comment field. | Yes | Keith Wetters, Superintendent | |

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

| Assurance | Response | Comment | Attachment |
|---|---|---|---|
| The institution has a School-Parent Compact. If yes, please attach the School-Parent Compact below. | No | | |

| Assurance | Response | Comment | Attachment |
|---|---|---|---|
| The School has additional information necessary to support your improvement plan (optional). | Yes | | |

# Reese High School --School Improvement Plan

# Overview

**Plan Name**

Reese High School --School Improvement Plan

**Plan Description**

2013-14 Plan

# 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 Reese High School will improve their proficiency of Mathematics | Objectives: 1<br>Strategies: 1<br>Activities: 3 | Academic | $0 |
| 2 | All  students at Reese High school will become proficient writers. | Objectives: 1<br>Strategies: 1<br>Activities: 1 | Academic | $1000 |
| 3 | All students at Reese High School will be proficient in Social Studies | Objectives: 2<br>Strategies: 2<br>Activities: 2 | Academic | $0 |

# Goal 1: All students at Reese High School will improve their proficiency of Mathematics

**Measurable Objective 1:**

31% of All Students will demonstrate a proficiency Using the MME test results in Mathematics by 03/04/2014 as measured by MME/ACT results.

**Strategy 1:**

Focus Instructional Model - All students will partiicpate in deliberate cyclical daily practice of math problems that through data anaylysis were identified as the most important concepts(power standards per FIM). The students will also be working on development of the mathematical characteristics such as perserverence, justicfication and reasonablness. Students will be graphing their own growth on their retention of concepts bi-weekly.

Research Cited: Larry Ainsworth, Douglas Reeves, Robert Marzanoo, MIke Schmoker

| Activity - Progress Monitoring | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| Staff will formatively assess students through the daily warm-ups. Lesson planning will be directly impacted based upon the student data. Formative assessement will occur daily and through bi-weekly quizzes. | Direct Instruction | 09/03/2013 | 05/22/2014 | $0 | No Funding Required | Teachers and principal |

| Activity - Intervention | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| Students will be given additional instruction by another math instructor based upon the progress monitoring results. | Direct Instruction | 10/09/2013 | 05/21/2014 | $0 | No Funding Required | Math department and principal |

| Activity - Common Planning Time | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| Staff will discuss student data during a scheduled common planning time. A Professional Learning Community culture will begin to take place within the high school culture. | Professional Learning | 09/10/2013 | 06/05/2014 | $0 | No Funding Required | Grade Level teachers, principals, special education teachers. |

# Goal 2: All students at Reese High school will become proficient writers.

**Measurable Objective 1:**

A 3% increase of Eleventh grade students will demonstrate a proficiency by the ACT/MME writing in English Language Arts by 03/18/2014 as measured by the results.

**Strategy 1:**

Writing Across the Curriculum - Students will draw evidence from literary or informational texts to support analysis, reflection, and research to demonstrate knowledge of content area.

Research Cited: McCarthy, L.P. (1987) A stranger in strange lands: a college student writing across the curriculum. Vol.21, No.3 (Oct., 1987), pp. 233-265. Published by National Council of Teachers of English.

| Activity - Professional Development | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| Staff will participate in a  professional develement series where they will adopt a uniform writing process. The writing process will begin with the Language Arts teachers and will span across curriculum. | Professional Learning | 10/01/2013 | 05/30/2014 | $1000 | Section 31a | Teachers, principal, superintedent and writing consulant. |

# Goal 3: All students at Reese High School will be proficient in Social Studies

**Measurable Objective 1:**

A 6% increase of Eleventh grade students  will demonstrate a proficiency  by improving their scores in Social Studies by 03/20/2014 as measured by improved scores on MME Social Studies.

**Strategy 1:**

Warm-Ups - Students will complete a delibrate cyclical practice problem five days a week that focuses on key concepts identified though data analysis.

Research Cited: Larry Ainsworth, Douglas Reeves, Robert Marzanno & Mike Schomker

| Activity - Facilitate Meaningful Dialogue | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| Teachers will explicitly plan meaningfull dialouge around the key concept question. | Direct Instruction | 10/01/2013 | 05/30/2014 | $0 | No Funding Required | Teachers, principals and superintendent |

**Measurable Objective 2:**

A 15% increase of Female students  will demonstrate a behavior  engagement and increase proficency of content in Social Studies by 09/05/2013 as measured by teachers documenting reposnse of students by gender.

**Strategy 1:**

Meaningful Female Student Engagement - Using research based strategies teachers will intentily increase female participation and enagement during class discussion  and tasks.

| Activity - Preparation for Female student engagement | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| Social Studies teachers will collaboratively plan research based strategies to significantly increase female student engagement during discussion and tasks. | Professional Learning | 09/03/2013 | 06/04/2014 | $0 | General Fund | principal, teachers |

# Activity Summary by Funding Source

**Below is a breakdown of your activities by funding source**

### No Funding Required

| Activity Name | Activity Description | Activity Type | Begin Date | End Date | Resource Assigned | Staff Responsible |
|---|---|---|---|---|---|---|
| Common Planning Time | Staff will discuss student data during a scheduled common planning time.  A Professional Learning Community culture will begin to take place within the high school culture. | Professional Learning | 09/10/2013 | 06/05/2014 | $0 | Grade Level teachers, principals, special education teachers. |
| Facilitate Meaningful Dialogue | Teachers will explicitly plan meaningfull dialouge around the key concept question. | Direct Instruction | 10/01/2013 | 05/30/2014 | $0 | Teachers, principals and superintendent |
| Progress Monitoring | Staff will formatively assess students through the daily warm-ups.   Lesson planning will be directly impacted based upon the student data.  Formative assessement will occur daily and through bi-weekly quizzes. | Direct Instruction | 09/03/2013 | 05/22/2014 | $0 | Teachers and principal |
| Intervention | Students will be given additional instruction by another math instructor based upon the progress monitoring results. | Direct Instruction | 10/09/2013 | 05/21/2014 | $0 | Math department and principal |
| | | | | **Total** | $0 | |

### General Fund

| Activity Name | Activity Description | Activity Type | Begin Date | End Date | Resource Assigned | Staff Responsible |
|---|---|---|---|---|---|---|
| Preparation for  Female student engagement | Social Studies teachers will collaboratively plan research based strategies to significantly increase female student engagement during discussion and tasks. | Professional Learning | 09/03/2013 | 06/04/2014 | $0 | principal, teachers |
| | | | | **Total** | $0 | |

### Section 31a

| Activity Name | Activity Description | Activity Type | Begin Date | End Date | Resource Assigned | Staff Responsible |
|---|---|---|---|---|---|---|

| Professional Development | Staff will participate in a professional develement series where they will adopt a uniform writing process. The writing process will begin with the Language Arts teachers and will span across curriculum. | Professional Learning | 10/01/2013 | 05/30/2014 | $1000 | Teachers, principal, superintedent and writing consulant. |
|---|---|---|---|---|---|---|
| | | | | **Total** | $1000 | |