School Improvement Plan

Caledonia High School

Caledonia Community Schools

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Caledonia High School 2015-16

Introduction

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

Executive Summary

Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

Description of the School

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

Caledonia High School has approximately 1450 students in a middle/upper-middle class rural/suburban community just south of Grand Rapids, Michigan. The community of Caledonia has experienced significant growth in the past three years in terms of new house construction. The demographic makeup of the community/staff/students is predominantly caucasian, though there has been an increase in minority students the past several years, primarily due to school of choice.

The size of the school district encompasses 100 square miles, which can pose challenges as the district is quite spread out. Continued student growth has also posed challenges in terms of space within buildings, especially at the high school. The recent passing of a bond issue will result in construction of an addition to the high school, thus alleviating space concerns.

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.

The district purpose statement includes "In pursuit of excellence, Caledonia Community Schools will empower and equip all persons to achieve their best by ensuring the highest quality system for learning."

The goal of education at C.H.S. is to ensure that ALL students

graduating from Caledonia High School will have demonstrated competency in the following areas and will be able to:

- Demonstrate understanding of and concern for the global community.

- Demonstrate logical problem solving skills.

- Demonstrate ability to find, evaluate, and apply information.

- Demonstrate understanding of healthy physical, emotional, intellectual, and interpersonal habits.

- Demonstrate communication ability.

- Demonstrate aesthetic responsiveness and creativity.

- Demonstrate an understanding of career options.

The high school will train the body, teach the mind, feed the soul.

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.

Athletics has seen conference and district championships. The art students have received countless awards. The band, choir, and orchestra programs consistently receive division one ratings. Curriculum and instruction has seen improvement as each department has developed Professional Learning Communities consisting of grade level teams, common assessments, and sharing of vision. The school will also work towards improving stakeholder involvement in aspects of school management.

Additional Information

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

Nothing at this time.

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 involved in development of the improvement plan include both district and building administration, as well as department chairs representing math, ELA, and science and social studies. Meeting dates were assigned by administration well in advance. Building administration emailed invitation to Key Communicator.

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

The representation from stakeholder groups include the department chairs representing the math, ELA, science and social studies departments, as well as district and building administrors. Their responsibilities in this process include developing and implementing the changes needed to incorporate the school improvement plan.

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

The improvement plan is communicated to all stakeholders though monthly impact meetings, monthly department meetings, and team meetings. Department chairs work regularly with departments, and with administration, in maintaining progress updates of activities pertaining to the plan.

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 and challenges as well as directions for improvement based on an analysis of data and responses to a series of data - related questions in content areas. This data collection and analysis process should include the identification of achievement gaps as well as reflections on possible causes for these gaps. This diagnostic represents the various types of data that should be continuously collected, reviewed, analyzed and evaluated. Completion of the SDA is one piece of a school's comprehensive needs assessment process.

Demographic Data

Demographic data is data that provides descriptive information about the school community. Examples may include enrollment, attendance, grade levels, race/ethnicity, gender, students with disabilities, English learners, socio-economic status, graduation rate, suspensions/expulsions, etc.

Student Demographic Data

1. In looking at the three year trend in student enrollment data, what challenges have been identified?

Enrollment has increased over the last three years. Challenges include increasing class sizes, scheduling, culture of the building, space issues, and discipline. With school of choice, we get different educational backgrounds within our student body.

Student Demographic Data

2. In looking at the three year trend in student attendance data, what challenges have been identified?

The three year trend in student attendance data shows a consistent pattern of between 95-100%. Other than outliers, no current attendance challenges exist.

Student Demographic Data

3. In looking at the three year trend in student behavior data (discipline referrals, suspensions and expulsions), what challenges have been identified?

The three year trend in student behavior data demonstrates a decrease in expulsions and out of school suspensions, but a slight increase in in-school suspensions. Discipline referrals have remained consistent - no increase or decrease. We need to maintain a declining rate of discipline related issues despite an increase in student population and change of school culture/climate.

Student Demographic Data

4. What action(s) could be taken to address any identified challenges with student demographic data?

Establish consistency in building leadership and continue to promote the climate, culture, and expectations in order to promote student achievement. Also, to alleviate the stresses of a growing population with the addition of a new facility in 2017.

Teacher/School Leader(s) Demographic Data

5. As you review the number of years of teaching and administrative experience of the school leader(s) in your building, what impact might this have on student achievement?

The overall experience of our school leadership team demonstrates an outstanding mix of talented individuals that creatively promotes student achievement.

Teacher/School Leader(s) Demographic Data

6. As you review the number of years of teaching experience of teachers in your building, what impact might this have on student achievement?

The overall experience of our school leadership team demonstrates an outstanding mix of talented individuals that creatively promotes student achievement.

Teacher/School Leader(s) Demographic Data

7. As you review the total number of days for school leader absences and note how many were due to professional learning and /or due to illness, what impact might this have on student achievement?

Our leadership team has an excellent attendance record. However, professional development has interfered with each stakeholder multiple times throughout the school year. Any time a teacher is absent from the classroom student achievement is hindered.

Teacher/School Leader(s) Demographic Data

8. As you review the total number of days for teacher absences due to professional learning and/or illness, what impact might this have on student achievement?

Teacher absences and/or personal days have accounted for instructional staff missing 3% of total school days. Any time a teacher is out of the classroom student achievement is hindered.

Teacher/School Leader(s) Demographic Data

9. What actions might be taken to address any identified challenges regarding teacher/school leader demographics?

An action taken by incorporating a value for sick days upon retirement has had a positive impact on teacher attendance. We should make an attempt to schedule professional development outside of the normal school day to decrease the number of absences.

Process Data

Process data is information about the practices and procedures schools use to plan, deliver and monitor curriculum, instruction and assessment.

10. In reviewing the results of the School Systems Review or the Interim Self Assessment/Self Assessment, what strands/standards/indicators stand out as strengths?

Strengths include the school learning environment, the safe and supportive environment, the data analysis and decision making part of assessment, a shared understanding of professional learning communities and how they works, and a professional learning culture is developing.

11. In reviewing the results of the School Systems Review or the Interim Self Assessment/Self Assessment, what strands/standards/indicators stand out as challenges?

Challenges: Documenting alignment, vision for learning, and communication between academic departments.

12. How might these challenges impact student achievement?

A lack of consistency and cross-curricular teaching exists which does not enable staff to administer all programs with fidelity.

13. What actions could be taken and incorporated into the School Improvement Plan to address these challenges from the School Systems Review or the Interim Self Assessment/Self Assessment.

Stability in administrative leadership. Collaborative meeting times to further develop PLC's. Alternative meeting times for professional development in order to avoid removing teachers from the classroom.

14. How do you ensure that students with disabilities have access to the full array of intervention programs available i.e. Title I, Title III, Section 31a, IDEA, credit recovery, extended learning opportunities?

All students have access to a full array of intervention programs and any additional support services as designated through their IEP.

15. Describe the Extended Learning Opportunities that are available for students and in what grades they are available?

There is a wide array of extended learning opportunities for students in all grade levels. Various student organizations exist to enhance the educational process.

16. What is the process for identifying students for Extended Learning Opportunities and how are parents notified of these opportunities?

Students self select the extended learning opportunities that they want to participate in.

17. What evidence do you have to indicate the extent to which the state content standards are being implemented with fidelity i.e. horizontal and vertical alignment, in all content courses and grade levels?

Our curriculum guide, lesson plans, common assessments, principal observations, and PLC department / grade level meetings

18. How does your school use health survey/screener results (i.e. MIPHY) to improve student learning? Answer only if you completed a health survey/ screener.

Does not apply

Achievement/Outcome Data

Achievement/outcome data tell us what students have learned. These include classroom-level, benchmark, interim and formative assessment data as well as summative data such as standardized test scores from annual district and state assessments. If the school completed the Student Performance Diagnostic for the AdvancED External Review, please insert 'See Student Performance Diagnostic' in each text box.

19a. Reading- Strengths

According to MME data for the 13-14 school year strengths include: all students met AMO, female students met AMO, hispanic students met AMO, general ed students met AMO, and both free and reduced and non-free and reduced met AMO. It should be noted that ALL groups showed growth!

19b. Reading- Challenges

According to MME data for the 13-14 school year include: Our special education students were far below the AMO for reading. Also, there is a disparity between our females outperforming our male population by 4% in terms of their AMO. In addition, our general ed is outperforming our special ed student population by 30% in terms of their AMO.

19c. Reading- Trends

According to MME data for the 13-14 school year, our trends indicate that all subgroups have shown an increase in their AMO!

19d. Reading- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no

challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

According to MME data for the 13-14 school year, we are excited about the direction of our students achievement in reading. However, we need to continue to provide support and instruction to improve special education reading scores. Also, we need to engage our male population in order to keep up with their female counterparts.

20a. Writing- Strengths

According to MME data for the 13-14 school year, we have shown growth in students who receive free and reduced lunch and our hispanic populations.

20b. Writing- Challenges

According to MME data for the 13-14 school year, we have not met our AMO in any of our subcategories.

20c. Writing- Trends

According to MME data for the 13-14 school year, trends indicate that our hispanic and free and reduced lunch populations have shown growth. All other categories have shown a slight decrease in performance in terms of their AMO.

20d. Writing- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

According to MME data for the 13-14 school year, we have to find a way to get our students to improve their abilities in writing among all subgroups.

21a. Math- Strengths

According to the 2013-2014 MME Math data, growth occurred in all students, males, hispanics, general education, free and reduced, and not free and reduced.

21b. Math- Challenges

According to the 2013-2014 MME Math data, females and special ed students showed a decline in proficiency, and no subgroup met AMO.

21c. Math- Trends

According to the 2013-2014 MME Math data, there is a general trend of growth across most subgroups. Females and special ed students, however do not fit this trend.

21d. Math- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

The general trend in growth and improvement of proficiency scores needs to extend to females and special ed students as well. All groups should continue to move towards meeting AMO.

22a. Science- Strengths

According to the 2013-2014 MME Science Exam data, all students, females, males, Hispanics, General Ed students, free and reduced, and not free and reduced showed growth.

22b. Science- Challenges

According to the 2013-2014 MME Science Exam data, no group met AMO. Additionally, Special education students showed a decrease in proficiency.

22c. Science- Trends

According to the 2013-2014 MME Science Exam data, there is a general trend of growth across the board, moving towards AMO, with the exception of Special Ed.

22d. Science- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

Current data suggests that Science proficiency scores need to improve across all subgroups. A trend of growth indicates that this is happening, however, attention must be paid to the special education subgroup.

23a. Social Studies- Strengths

According to the 2013-2014 MME Social Studies Exam data, growth occurred among all students, females, males, hispanics, general ed, special ed, free and reduced, and not free and reduced.

23b. Social Studies- Challenges

According to the 2013-2014 MME Social Studies Exam data, no subgroup met AMO.

23c. Social Studies- Trends

According to the 2013-2014 MME Social Studies Exam data, there is a general trend of growth across the board, moving towards AMO.

23d. Social Studies- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

Though no subgroup met AMO, all subgroups improved proficiency scores across the board.

Perception Data

Perception data is information collected that reflects the opinions and views of stakeholders. If the school completed the Stakeholder Feedback Diagnostic for the AdvancED External Review, please insert 'See Stakeholder Feedback Diagnostic' in each text box for survey feedback already collected from students, parents and staff.

24a. Student Perception Data

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

Students perceive that teachers have high expectations and are available for help; there is a respectful environment among the staff; school is a safe environment; and the school offers many co-and extra-curriculars.

24b. Student Perception Data

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

Students perceive that the school does not consider student's opinions when planning ways to improve the school; and that CHS students do not respect those that are different from them; and that teachers do not make students excited about learning.

24c. Student Perception Data

What actions will be taken to improve student satisfaction in the lowest area(s)?

Communicate those instances in which students have had input into the development of school rules, policies, and procedures.

CHS will continue to implement Diversity week and other programs to positively influence diversity in the school.

Student perception data will be presented to the staff.

25a. Parent/Guardian Perception Data

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

Parents and guardians report feeling that the school is a clean and neat environment; that teachers at this school set high standards for students; and that their children have friends the school that they can turn to for help and assistance.

25b. Parent/Guardian Perception Data

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

Parents and guardians report feeling that the school their child's academic performance has not been strongly influenced by the staff at CHS; and that most homework assigned is not high quality or does not help their student learn. Additionally, a statistically small number of parents have given us data and/or information in this regard.

25c. Parent/Guardian Perception Data

What actions will be taken to improve parent/guardian satisfaction in the lowest area(s)?

Better communicate the opportunities for feedback with parents; improving the quality of homework will improve parental perception. Encourage staff to take a personal interest in each and every student will increase parent perception of the roles teachers play.

26a. Teacher/Staff Perception Data

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

Our school's purpose statement is clearly focused on student success. Our school leaders expect staff members to hold all students to high academic standards. Our school's leaders hold all staff members accountable for student learning. In our school, all staff members participate in continuing professional development. In our school, all stakeholders are informed of policies and procedures related to grading/reporting. Our school provides qualified staff members to support student learning. Our school provides opportunities for students to participate in co-curricular activities. Our school uses consistent assessment measures across classrooms/courses. Beautiful campus and wonderful students.

26b. Teacher/Staff Perception Data

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

Our school's purpose statement is formally reviewed and revised with involvement from stakeholders. In our school, a formal structure exists so that each student is well known by at least one adult advocate. Our school board complies with all policies, procedures, laws, and regulations. Our school provides a plan for the acquisition and support of technology to support the school's operational needs. Our school has a systematic process for collecting, analyzing and using data. Technology related issues is a common area of concern. Also, a lack of communication was repetitively mentioned.

26c. Teacher/Staff Perception Data

What actions will be taken to improve teacher/staff satisfaction in the lowest area(s)?

Action needs to be taken to hire a strong administrative leader for the school, improve the technology and its support, and improve transparent communication between administrative leadership and instructional staff.

27a. Stakeholder/Community Perception Data

What area(s) indicate the overall highest level of satisfaction among stakholders/community?

Stakeholders report feeling that the school is a clean and neat environment; that teachers at this school set high standards for students; and that their children have friends the school that they can turn to for help and assistance.

27b. Stakeholder/Community Perception Data

What area(s) indicate the overall lowest level of satisfaction among stakeholders/community?

Stakeholders report feeling that the school their child's academic performance has not been strongly influenced by the staff at CHS; and that most homework assigned is not high quality or does not help their student learn.

27c. Stakeholder/Community Perception Data

What actions will be taken to improve the level of stakeholder/community satisfaction in the lowest area(s)?

Better communicate the opportunities for feedback with parents; improving the quality of homework will improve parental perception. Encourage staff to take a personal interest in each and every student will increase parent perception of the roles teachers play.

Summary

28a. Summary

Briefly summarize the strengths and challenges identified in the four kinds of data-demographic, process, achievement/outcomes and perception.

Some strengths include a strong student body, a well-balanced staff, a positive and safe learning environment with many extended learning opportunities; there is a recent trend of growth in proficiency scores across most subgroups; additionally, Reading scores met AMO for all except Special Ed.

Some challenges include communication between Administration and Instructional staff, and communication among Instructional Staff. Meeting AMO is a challenge in nearly every content area. There is a need to improve perception data, especially from Parents and Stakeholders. There is a large concern with scheduling time for meetings and Professional Development, as those often lead to teachers being out of the classroom, which has a negative affect on student performance. Building technology has been a concern.

28b. Summary

How might the challenges identified in the demographic, process and perception data impact student achievement?

Student achievement will continue to suffer as any of these challenges are not met.

28c. Summary

How will these challenges be addressed in the School Improvement Plan's Goals, Measurable Objectives, Strategies and Activities for the upcoming year? For Priority Schools, which of these high need areas will inform the Big Ideas and the Reform/Redesign Plan?

Improving communications between Administration and Instructional Staff will improve with the hire of a new building principal. The Superintendent has begun meeting with building staff (including coaches). A discussion begun with Central Office regarding an alternate scheduling plan to better implement the PLC model as well as reduce teacher absenteeism due to Professional Development.

The High School Staff should spend time brainstorming ways to improve communication between departments. Additionally, PLC implementation committee, instituted briefly in the fall of 2014, should re-form and meet again in the 2015-2016 school year to address further measures ti implement PLC and improve interdepartmental communication.

Getting the message out to staff regarding our not meeting AMOs would, hopefully, get staff motivated to improve their teaching and learning. Identifying subgroups and getting professional development in teaching to those students will also encourage growth in proficiency data.

Determining staff and student devices, including training on said devices, will improve the technology situation in the building.

School Additional Requirements Diagnostic

Introduction

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

School Additional Requirements Diagnostic

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

Label	Assurance	Response	Comment	Attachment
2.	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	http://www.calschools.org/downloads/curriculum/chsannualeducationreport13-14_20140818_095118_5.pdf	

Label	Assurance	Response	Comment	Attachment
3.	Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.	Yes	EDPs are updated by 9th graders and can be found on the students' Naviance sites.	

Label	Assurance	Response	Comment	Attachment
4.	Our school reviews and annually updates the EDPs to ensure academic course work alignment.	Yes	Counselors meet with each student annually to update EDP.	

Label	Assurance	Response	Comment	Attachment
5.	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	Required information is posted in the main office.	

Label	Assurance	Response	Comment	Attachment
6.	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	Building administrators are responsible for compliance.	

Label	Assurance	Response	Comment	Attachment
7.	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	Per Caledonia Community Schools Administrative Policy 2112: http://www.calschools.org/downloads/district/merged_document_20150522_072451_1.pdf	

Label	Assurance	Response	Comment	Attachment
8.	The institution has a School-Parent Compact. If yes, please attach the School-Parent Compact below.	Yes	Each building in the district has one or more parent key-communicators. Information about Key Communicators on district webpage is linked below: http://www.calschools.org/community/key-communicators/	

Label	Assurance	Response	Comment	Attachment
9.	The School has additional information necessary to support your improvement plan (optional).	Yes	Access to a wealth of information exists to support the building improvement plan: Infinite Campus student management system, and data warehouses, to name a few.	

Caledonia High School 2015-16

Overview

Plan Name

Caledonia High School 2015-16

Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students will be proficient in mathematics.	Objectives: 2 Strategies: 2 Activities: 6	Academic	$0
2	All students will be proficient in reading	Objectives: 2 Strategies: 2 Activities: 5	Academic	$0
3	All students will be proficient in science	Objectives: 2 Strategies: 2 Activities: 4	Academic	$0
4	All teachers will implement Professional Learning Communities.	Objectives: 1 Strategies: 1 Activities: 2	Organizational	$2743
5	Teachers and administrators will begin implementing the Marzano Framework.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	$3898
6	All students will be proficient in writing.	Objectives: 1 Strategies: 1 Activities: 4	Academic	$0
7	All students will be proficient in Social Studies.	Objectives: 2 Strategies: 2 Activities: 4	Academic	$0
8	Multi-Tiered System of Supports	Objectives: 1 Strategies: 1 Activities: 1	Organizational	$448

Goal 1: All students will be proficient in mathematics.

Measurable Objective 1:

66% of Eleventh grade students will demonstrate a proficiency on SAT/M-STEP in Mathematics by 06/10/2016 as measured by assessing students meeting a level 1 or 2.

Strategy 1:

Implementing Best Practice - Teachers in the math department will continue to enhance collaborative efforts to design educational strategies that optimize learning and retention and employ interventions to improve student achievement.

Category:

Research Cited: Professional Learning Communities at Work- DuFour, DuFour and Eaker (2006)

Tier: Tier 1

Activity - Math Alignment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Working collaboratively with the districts vertical math team to alignment of the math curriculum from the elementary to high school.	Policy and Process	Tier 1	Implement	09/08/2015	06/10/2016	$0	No Funding Required	Members of the vertical team.

Activity - PLC Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monthly staff/department meetings will be held to implement PLCs. Primary emphasis to be on common assessments and student proficiency. Teams will meet a minimum of twice a trimester to analyze assessment data and discuss improvements and/or successes.	Curriculum Development, Technology, Teacher Collaboration	Tier 1	Monitor	09/08/2015	06/10/2016	$0	No Funding Required	math department, CHS administration

Activity - Rework Models (T2)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Align all activities to CCSS and create interventions to improve student achievement.	Academic Support Program	Tier 2	Monitor	09/08/2015	06/10/2016	$0	No Funding Required	CHS Math Department

Activity - Year Long Math Courses (T2)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

The Math Department will offer the three core courses: Algebra I, Geometry and Algebra II, in a three trimetster format.	Academic Support Program	Tier 2	Monitor	09/08/2015	06/10/2016	$0	No Funding Required	Math Department

Activity - Curriculum Redesign	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Re-evaluation of the curriculum to better align with the redesigned SAT.	Curriculum Development, Technology, Teacher Collaboration	Tier 1	Implement	09/08/2015	06/10/2016	$0	No Funding Required	KISD staff and high school staff.

Measurable Objective 2:

25% of Eleventh grade Students with Disabilities students will demonstrate a proficiency on SAT/M-STEP in Mathematics by 06/10/2016 as measured by assessing students meeting a level 1 or 2.

Strategy 1:

Support/Intervention - Teachers/staff in the math and special education departments will provide support and intervention strategies outside and inside the math

classroom.

Category:

Research Cited: Integrating Differentiated Instruction and Understanding By Design: Connecting Content and Kids- Carol Ann Tomlinson (2006); Professional

Learning Communities at Work- DuFour, DuFour and Eaker (2006).

Tier: Tier 1

Activity - Special Education Collaboration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math department will collaborate with the special education department to continue to implement and improve intervention strategies. We have Special Education Teachers who work as math specialists to collaborate with the math department.	Academic Support Program	Tier 1	Monitor	09/08/2015	06/10/2016	$0	No Funding Required	math and special education departments

Goal 2: All students will be proficient in reading

Measurable Objective 1:

76% of Eleventh grade students will demonstrate a proficiency on SAT/M-STEP in Reading by 06/10/2016 as measured by assessing students meeting the required proficiency level. .

Strategy 1:

Implement Research Based Practices - Teachers in the ELA department will implement research based practices in order to enhance student achievement.

Category:

Research Cited: Professional Learning Communities at Work- DuFour, DuFour and Eaker (2006); Revisiting Professional Learning Communities at Work: New insights for improving schools- DuFour, DuFour and Eaker (2008); Universal Design for Learning- Council for Exceptional Children (2005).

Tier: Tier 1

Activity - PLC Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional development to continue developing PLCs; primary emphasis will be in the area of common assessments and alignment with CCSS.	Teacher Collaboration	Tier 1	Implement	09/02/2014	06/10/2016	$0	No Funding Required	ELA department

Activity - Curriculum Realignment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The ELA Department will work together over the summer to modify our curriculum in order to increase student achievement and better prepare students for the redesigned SAT and M-STEP assessments.	Curriculum Development, Technology, Teacher Collaboration	Tier 1	Implement	06/12/2015	06/10/2016	$0	No Funding Required	All ELA instructional staff

Activity - Implement Best Practice Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The ELA Department will implement best practice strategies such as those suggested with the redesigned SAT. These strategies include adding supplemental informational texts to support our anchor texts. Additionally, we will include text dependent questions as a means of assessment for student reading, and speaking.	Technology, Teacher Collaboration	Tier 1	Implement	06/12/2015	06/10/2016	$0	No Funding Required	The entire ELA Department

Activity - Formative Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The ELA Department will redesign our formative assessments through the use of anchor and supplemental texts to assess student achievement. We will evaluate comprehension and speaking skills through the use of text dependent questions to align with the redesigned SAT and M-STEP tests.	Curriculum Development, Technology, Teacher Collaboration	Tier 1	Implement	06/12/2015	06/10/2016	$0	No Funding Required	The entire ELA Department.

Measurable Objective 2:

30% of Eleventh grade Students with Disabilities students will demonstrate a proficiency on SAT/M-STEP in English Language Arts by 06/10/2016 as measured by assessing students meeting a level 1 or 2.

Strategy 1:

Support/Intervention - ELA and special education departments will provide support and intervention strategies inside of the ELA classroom for all students with low

proficiency.

Category:

Research Cited: Professional Learning Communities at Work- DuFour, DuFour and Eaker (2006); Revisiting Professional Learning Communities at Work: New insights

for improving schools- DuFour, DuFour and Eaker (2006).

Tier: Tier 3

Activity - Special Education Collaboration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ELA department will collaborate with the special education department to continue to implement and improve intervention strategies. We have Special Education Teachers who work as ELA specialists to collaborate with the ELA department.	Technology, Teacher Collaboration	Tier 1	Monitor	09/08/2015	06/10/2016	$0	No Funding Required	ELA and special education departments

Goal 3: All students will be proficient in science

Measurable Objective 1:

58% of Eleventh grade students will demonstrate a proficiency on SAT/M-STEP in Science by 06/10/2016 as measured by assessing students meeting a level 1 or 2.

Strategy 1:

Implementing Best Practice - Teachers in the science department will continue to enhance collaborative efforts to design educational strategies that optimize learning

and retention and employ interventions to improve student achievement.

Category:

Research Cited: Professional Learning Communities at Work- DuFour, DuFour and Eaker (2006).

Tier: Tier 1

Activity - PLC Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| Monthly staff/department meetings will be held to implement PLCs. Primary emphasis to be on common assessments and student proficiency. Teams will meet a minimum of twice per trimester to analyze assessment data and discuss improvements and/or successes. | Curriculum Development, Technology, Teacher Collaboration | Tier 1 | Implement | 09/08/2015 | 06/10/2016 | $0 | No Funding Required | Science department, CHS administration |

Activity - Technology Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Continue to increase technology integration into science classes (Google Drive, collaborative on-line projects, Prezi, class websites).	Curriculum Development, Technology	Tier 1	Implement	09/08/2015	06/10/2016	$0	No Funding Required	Science Department

Activity - Year Long Science Course (T2)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The science department will offer one core course- Chemistry- in a three trimester format.	Academic Support Program	Tier 2	Monitor	09/08/2015	06/10/2016	$0	No Funding Required	science department

Measurable Objective 2:

25% of Eleventh grade Students with Disabilities students will demonstrate a proficiency on SAT/M-STEP in Science by 06/10/2016 as measured by assessing students meeting a level 1 or 2.

Strategy 1:

Support/Intervention - Teachers/staff in science and special education departments will provide support and intervention strategies inside and outside of the science classroom.

Category:

Research Cited: Professional Learning Communities at Work- DuFour, DuFour and Eaker (2006); Best Practices for the Inclusive Classroom: Scientifically based strategies for Success- Boon and Spencer.

Tier: Tier 1

Activity - Special Education Collaboration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Science department will collaborate with the special education department to continue to implement and improve intervention strategies. We have Special Education Teachers who work as science specialists to collaborate with the science department.	Curriculum Development, Direct Instruction, Academic Support Program	Tier 1	Monitor	09/08/2015	06/10/2016	$0	No Funding Required	Science and special education departments

Goal 4: All teachers will implement Professional Learning Communities.

Measurable Objective 1:

collaborate to continue developing a Professional Learning Community by 06/10/2016 as measured by documentation of an evaluation plan .

Strategy 1:

Implementing Best Practice - Study and research the DuFours' work on Professional Learning Communities.

Category:

Research Cited: Professional Learning Communities at Work; Dufour and Eaker; 2006

Tier:

Activity - Teacher Training on PLC	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers have the chance to attend the PLC Assessment NOW conference on August 17-19, 2015.	Professional Learning	Tier 1	Implement	08/17/2015	08/19/2015	$2743	Title II Part A	Teachers and adminsitrators

Activity - Develop PLC Implementation and Evaluation Plan	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will continue collaborating to develop written procedures for the implementation and evaluation of Professional Learning Communties at CHS.	Teacher Collaboration	Tier 1	Evaluate	09/08/2015	06/10/2016	$0	No Funding Required	Teacher and Administrators

Goal 5: Teachers and administrators will begin implementing the Marzano Framework.

Measurable Objective 1:

demonstrate a proficiency in the Marzano Framework by 06/10/2016 as measured by staff attendance and documentation of professional development sessions.

Strategy 1:

Implementing Best Practice - Administrators and Teacher Representatives will continue with training in the Marzano Framework. These educators will train other CHS staff members using a trainer of trainer model and begin to implement the model for the 2015-16 school year.

Category:

Research Cited: The Art and Science of Teaching; Marzano; January 2007

Tier: Tier 1

Activity - Marzano Framework Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher Representatives and Administrators will attend professional development sessions, and begin training remaining teaching staff, as the model begins to be implemented in the fall of 2015.	Professional Learning	Tier 1	Implement	07/01/2015	06/10/2016	$3898	Title II Part A	Teachers and Administrators

Goal 6: All students will be proficient in writing.

Measurable Objective 1:

74% of Eleventh grade students will demonstrate a proficiency   in Writing by 06/10/2016 as measured by performance on the SAT and M-STEP. .

Strategy 1:

Implement Research Based Practices - Teachers in the ELA department will implement research based practices in order to enhance student achievement.

Category:

Research Cited: Professional Learning Communities at Work- DuFour, DuFour and Eaker (2006)

Tier: Tier 1

Activity - PLC Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monthly staff/department meetings will be held to develop PLCs. Primary emphasis will be on the implementation of common assessments to increase student proficiency.	Technology, Teacher Collaboration	Tier 1	Implement	09/08/2015	06/10/2016	$0	No Funding Required	English Department Staff

Activity - Curriculum Realignment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The ELA Department will work together over the summer to modify our curriculum in order to increase student achievement and better prepare students for the redesigned SAT and M-STEP assessments.	Curriculum Development, Technology, Teacher Collaboration	Tier 1	Getting Ready	06/11/2015	06/10/2016	$0	No Funding Required	The entire ELA Department

Activity - Implement Best Practice Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| The ELA Department will implement best practice strategies such as those suggested with the redesigned SAT. These strategies include analyzing informational texts that enhance our anchor texts. Additionally, we will include text dependent questions as a prompt for assessment of student writing as they analyze the author's craft and structure. | Curriculum Development, Technology, Teacher Collaboration | Tier 1 | Implement | 06/12/2015 | 06/10/2016 | $0 | No Funding Required | The ELA Department |

Activity - Formative Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The ELA Department will redesign our formative assessments through the use of anchor and supplemental texts to assess student achievement. We will evaluate writing skills through the use of text dependent questions to align with the redesigned SAT and M-STEP tests.	Technology, Teacher Collaboration	Tier 1	Implement	06/12/2015	06/10/2016	$0	No Funding Required	All ELA Department Instructors

Goal 7: All students will be proficient in Social Studies.

Measurable Objective 1:

73% of Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency on the SAT/MStep in Social Studies by 06/10/2016 as measured by proficiency on the MStep/SAT..

Strategy 1:

Implementing best practices - Teachers will work together to collaborate and align lessons to support SAT.

Category:

Research Cited: XXXX

Tier: Tier 1

Activity - PLC	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PLC's will continue to develop common assessments and engaging student lessons. High School Social Studies teachers will start implementing technology integration into daily lessons and collaborate engaging lessons. Programs will start to be developed and implemented before and after school for remediation.	Curriculum Development, Technology, Teacher Collaboration, Academic Support Program	Tier 1	Implement	09/08/2015	06/10/2016	$0	No Funding Required	High School Social Studies Department

Activity - ELA Classroom Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will collaborate with English teachers to find best practices to support ELA in Social Studies classes.	Academic Support Program	Tier 1	Implement	09/08/2015	06/10/2016	$0	No Funding Required	High School Social Studies Department

Activity - Curriculum Alignment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
High school teachers will continue to meet with K-8 social studies teachers to align curriculum vertically.	Curriculum Development	Tier 1	Implement	09/08/2015	06/10/2016	$0	No Funding Required	High School Social Studies Department

Measurable Objective 2:

25% of Students with Disabilities students will demonstrate a proficiency on SAT/M-STEP in Social Studies by 06/10/2016 as measured by assessing students meeting a level 1 or 2.

Strategy 1:

Support/Intervention - Teachers/staff in the social studies department will provide support and intervention strategies outside and and inside the social studies

classroom.

Category:

Research Cited: Integrating Differentiated Instruction and Understanding by Design: Connecting Content and Kids- Carol Ann Tomlinson (2006); Professional Learning

Communities at Work- DuFour, DuFour and Eaker (2006).

Tier: Tier 1

Activity - Special Education Collaboration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Social studies department will collaborate with the special education department to implement and improve intervention strategies.	Academic Support Program	Tier 1	Monitor	09/08/2015	06/10/2016	$0	No Funding Required	Social studies department, special education department

Goal 8: Multi-Tiered System of Supports

Measurable Objective 1:

collaborate to learn about Positive School Climate and develop a plan of implementation in the 2016-17 school year by 06/10/2016 as measured by the creation of an action plan following training sessions..

Strategy 1:

Best Practice - Will implement school-wide PSC following training and implementation of action plan.

Category:

Research Cited: Bohanon, H., Goodman, S., McIntosh, K. (2009). Integrating behavior and academic supports within an RtI framework: General overview. Retrived

August 17, 2006, from http://www.rtinetwork.org/learn/behavior/integrating-behavior-and-academic-supports-general-overview

McIntosh, K., Horner, R. H., Chard, D. J., Dickey, C. R., & Braun, D. H. (2008). Reading skills and function of problem behavior in typical school settings. Journal of Special Education.

Preciado, J. A., Horner, R. H., Scott K. Baker, S. K. (2009). Using a Function-Based Approach to Decrease Problem Behaviors and Increase Academic Engagement for Latino English Language Learners. The Journal of Special Education, 42, 227-240. Sanford, E. (2006).

The effects of function-based literacy instruction on problem behavior and reading growth. Dissertation. University of Oregon. Stewart, R. M., Benner, G. J., Martella, R. C., and Marchand-Martella, N. E. (2007).

Three-tier models or reading and behavior: A research review. Journal of Positive Interventions, 9, 239-252.

Tier: Tier 1

Activity - PSC Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A team of administrators/teachers from Caledonia High School will attend three training sessions at KISD. Sessions will be facilitated by MTSS staff.	Behavioral Support Program, Technology, Teacher Collaboration, Professional Learning	Tier 1	Getting Ready	09/08/2015	06/10/2016	$448	Title II Part A	MTSS district implementation team, CHS administration, teachers,

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Marzano Framework Training	Teacher Representatives and Administrators will attend professional development sessions, and begin training remaining teaching staff, as the model begins to be implemented in the fall of 2015.	Professional Learning	Tier 1	Implement	07/01/2015	06/10/2016	$3898	Teachers and Administrators
PSC Training	A team of administrators/teachers from Caledonia High School will attend three training sessions at KISD. Sessions will be facilitated by MTSS staff.	Behavioral Support Program, Technology, Teacher Collaboration, Professional Learning	Tier 1	Getting Ready	09/08/2015	06/10/2016	$448	MTSS district implementation team, CHS administration, teachers,
Teacher Training on PLC	Teachers have the chance to attend the PLC Assessment NOW conference on August 17-19, 2015.	Professional Learning	Tier 1	Implement	08/17/2015	08/19/2015	$2743	Teachers and adminsitrators

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Curriculum Realignment	The ELA Department will work together over the summer to modify our curriculum in order to increase student achievement and better prepare students for the redesigned SAT and M-STEP assessments.	Curriculum Development, Technology, Teacher Collaboration	Tier 1	Getting Ready	06/11/2015	06/10/2016	$0	The entire ELA Department
Year Long Math Courses (T2)	The Math Department will offer the three core courses: Algebra I, Geometry and Algebra II, in a three trimetster format.	Academic Support Program	Tier 2	Monitor	09/08/2015	06/10/2016	$0	Math Department

Curriculum Alignment	High school teachers will continue to meet with K-8 social studies teachers to align curriculum vertically.	Curriculum Development	Tier 1	Implement	09/08/2015	06/10/2016	$0	High School Social Studies Department
Curriculum Redesign	Re-evaluation of the curriculum to better align with the redesigned SAT.	Curriculum Development, Technology, Teacher Collaboration	Tier 1	Implement	09/08/2015	06/10/2016	$0	KISD staff and high school staff.
Special Education Collaboration	Math department will collaborate with the special education department to continue to implement and improve intervention strategies. We have Special Education Teachers who work as math specialists to collaborate with the math department.	Academic Support Program	Tier 1	Monitor	09/08/2015	06/10/2016	$0	math and special education departments
Math Alignment	Working collaboratively with the districts vertical math team to alignment of the math curriculum from the elementary to high school.	Policy and Process	Tier 1	Implement	09/08/2015	06/10/2016	$0	Members of the vertical team.
Special Education Collaboration	ELA department will collaborate with the special education department to continue to implement and improve intervention strategies. We have Special Education Teachers who work as ELA specialists to collaborate with the ELA department.	Technology, Teacher Collaboration	Tier 1	Monitor	09/08/2015	06/10/2016	$0	ELA and special education departments
Formative Assessments	The ELA Department will redesign our formative assessments through the use of anchor and supplemental texts to assess student achievement. We will evaluate writing skills through the use of text dependent questions to align with the redesigned SAT and M-STEP tests.	Technology, Teacher Collaboration	Tier 1	Implement	06/12/2015	06/10/2016	$0	All ELA Department Instructors
PLC Implementation	Monthly staff/department meetings will be held to implement PLCs. Primary emphasis to be on common assessments and student proficiency. Teams will meet a minimum of twice per trimester to analyze assessment data and discuss improvements and/or successes.	Curriculum Development, Technology, Teacher Collaboration	Tier 1	Implement	09/08/2015	06/10/2016	$0	Science department, CHS administration
PLC Development	Professional development to continue developing PLCs; primary emphasis will be in the area of common assessments and alignment with CCSS.	Teacher Collaboration	Tier 1	Implement	09/02/2014	06/10/2016	$0	ELA department
ELA Classroom Support	Teachers will collaborate with English teachers to find best practices to support ELA in Social Studies classes.	Academic Support Program	Tier 1	Implement	09/08/2015	06/10/2016	$0	High School Social Studies Department

Implement Best Practice Strategies	The ELA Department will implement best practice strategies such as those suggested with the redesigned SAT. These strategies include analyzing informational texts that enhance our anchor texts. Additionally, we will include text dependent questions as a prompt for assessment of student writing as they analyze the author's craft and structure.	Curriculum Development, Technology, Teacher Collaboration	Tier 1	Implement	06/12/2015	06/10/2016	$0	The ELA Department
PLC	PLC's will continue to develop common assessments and engaging student lessons. High School Social Studies teachers will start implementing technology integration into daily lessons and collaborate engaging lessons. Programs will start to be developed and implemented before and after school for remediation.	Curriculum Development, Technology, Teacher Collaboration, Academic Support Program	Tier 1	Implement	09/08/2015	06/10/2016	$0	High School Social Studies Department
PLC Development	Monthly staff/department meetings will be held to develop PLCs. Primary emphasis will be on the implementation of common assessments to increase student proficiency.	Technology, Teacher Collaboration	Tier 1	Implement	09/08/2015	06/10/2016	$0	English Department Staff
Rework Models (T2)	Align all activities to CCSS and create interventions to improve student achievement.	Academic Support Program	Tier 2	Monitor	09/08/2015	06/10/2016	$0	CHS Math Department
Develop PLC Implementation and Evaluation Plan	Staff will continue collaborating to develop written procedures for the implementation and evaluation of Professional Learning Communities at CHS.	Teacher Collaboration	Tier 1	Evaluate	09/08/2015	06/10/2016	$0	Teacher and Administrators
PLC Implementation	Monthly staff/department meetings will be held to implement PLCs. Primary emphasis to be on common assessments and student proficiency. Teams will meet a minimum of twice a trimester to analyze assessment data and discuss improvements and/or successes.	Curriculum Development, Technology, Teacher Collaboration	Tier 1	Monitor	09/08/2015	06/10/2016	$0	math department, CHS administration
Curriculum Realignment	The ELA Department will work together over the summer to modify our curriculum in order to increase student achievement and better prepare students for the redesigned SAT and M-STEP assessments.	Curriculum Development, Technology, Teacher Collaboration	Tier 1	Implement	06/12/2015	06/10/2016	$0	All ELA instructional staff
Formative Assessment	The ELA Department will redesign our formative assessments through the use of anchor and supplemental texts to assess student achievement. We will evaluate comprehension and speaking skills through the use of text dependent questions to align with the redesigned SAT and M-STEP tests.	Curriculum Development, Technology, Teacher Collaboration	Tier 1	Implement	06/12/2015	06/10/2016	$0	The entire ELA Department.

Year Long Science Course (T2)	The science department will offer one core course- Chemistry- in a three trimester format.	Academic Support Program	Tier 2	Monitor	09/08/2015	06/10/2016	$0	science department
Implement Best Practice Strategies	The ELA Department will implement best practice strategies such as those suggested with the redesigned SAT. These strategies include adding supplemental informational texts to support our anchor texts. Additionally, we will include text dependent questions as a means of assessment for student reading, and speaking.	Technology, Teacher Collaboration	Tier 1	Implement	06/12/2015	06/10/2016	$0	The entire ELA Department
Technology Implementation	Continue to increase technology integration into science classes (Google Drive, collaborative on-line projects, Prezi, class websites).	Curriculum Development, Technology	Tier 1	Implement	09/08/2015	06/10/2016	$0	Science Department
Special Education Collaboration	Science department will collaborate with the special education department to continue to implement and improve intervention strategies. We have Special Education Teachers who work as science specialists to collaborate with the science department.	Curriculum Development, Direct Instruction, Academic Support Program	Tier 1	Monitor	09/08/2015	06/10/2016	$0	Science and special education departments
Special Education Collaboration	Social studies department will collaborate with the special education department to implement and improve intervention strategies.	Academic Support Program	Tier 1	Monitor	09/08/2015	06/10/2016	$0	Social studies department, special education department