



School Improvement Plan

Bangor High School

Bangor Public Schools (Van Buren)

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Introduction

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

Improvement Plan Assurance

Introduction

During the 2019-2020 school year, schools will have two options for Goals and Plans. 1. Update Goals and Plans, if necessary, based on analysis of data and Program Evaluation; 2. Complete and upload the Abbreviated Goals and Plans template into ASSIST, based on analysis of data and Program Evaluation.

Improvement Plan Assurance

Label	Assurance	Response	Comment	Attachment
1.	Which option was chosen for Goals and Plans?	Goals and Plans in ASSIST	See Goals and Plans in ASSIST	

Bangor High School School Improvement Plan 2018-2023

Overview

Plan Name

Bangor High School School Improvement Plan 2018-2023

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	Increase writing proficiency for all students	Objectives: 1 Strategies: 2 Activities: 8	Academic	\$0
2	All students at Bangor High School will be proficient in math.	Objectives: 1 Strategies: 3 Activities: 3	Academic	\$0
3	All students will be proficient in science on the state assessments.	Objectives: 3 Strategies: 3 Activities: 3	Academic	\$0
4	All students will be proficient on the social studies state assessment.	Objectives: 1 Strategies: 3 Activities: 3	Academic	\$0
5	Increase reading proficiency for all students	Objectives: 1 Strategies: 1 Activities: 7	Academic	\$0

Goal 1: Increase writing proficiency for all students

Measurable Objective 1:

A 10% increase of All Students will demonstrate a proficiency in writing in English Language Arts by 06/09/2023 as measured by State Assessments.

Strategy 1:

Writing Process Utilization - Students will improve their overall writing by utilizing the writing process.

Category: English/Language Arts

Research Cited: On the SAT high school writing, 100% of African American students tested showed the writing process as an area of weakness.

According to John Hopkins School of Education, evidence based practices for teaching writing include teaching strategies for planning, revising, and editing, using the process writing approach, having students participate in inquiry activities for writing, involving students in pre-writing activities, and providing models of good writing for student review. (<http://education.jhu.edu/PD/newhorizons/Better/articles/Winter2011.html>)

Tier:

Activity - Completion of Standard Essays	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All ELA teachers will, at a minimum, assign and assess one standard essay per each nine week period, where students will work through the complete writing process. Use of a computerized program will allow students more opportunities for frequent writing and immediate feedback.	Direct Instruction	Tier 1	Monitor	09/04/2018	06/09/2023	\$0	No Funding Required	All ELA teachers
Activity - Standard Essay Outline	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All ELA teachers will implement the use of a standard essay outline, complete with descriptions, as a guideline for students and assessment criteria.	Direct Instruction	Tier 1	Monitor	09/04/2018	06/09/2023	\$0	No Funding Required	All ELA teachers
Activity - Small Group Work	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Some students will work in small groups or on a one-on-one basis with the teacher to provide additional assistance, as needed for clarification of curriculum.	Direct Instruction	Tier 2	Monitor	09/04/2018	06/09/2023	\$0	No Funding Required	All ELA staff
Activity - Seminar Classes	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Students who have been identified to be in the bottom 10% of their class in the area of language arts will be placed into an additional "Seminar" class (in addition to their regular language arts class) to provide targeted instruction in areas of weakness.	Academic Support Program, Other - Advisory	Tier 3	Implement	09/04/2018	06/09/2023	\$0	General Fund	Two ELA staff members, per master schedule assignments
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Strategy 2:

Command of Evidence / Expression of Ideas - Students will practice writing techniques for utilization of evidence to fully express ideas.

Category: English/Language Arts

Research Cited: On the SAT, greater than 50% of students tested showed command of evidence and expression of ideas as weak areas.

According to John Hopkins School of Education, evidence based practices for teaching writing include teaching strategies for planning, revising, and editing, using the process writing approach, having students participate in inquiry activities for writing, involving students in pre-writing activities, and providing models of good writing for student review. (<http://education.jhu.edu/PD/newhorizons/Better/articles/Winter2011.html>)

Tier: Tier 1

Activity - Completion of a variety of written assignments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will complete a variety of written assignments, specific to various audiences. Examples may include, but are not limited to, argumentative essays, explanatory essays, business writing, creative writing, and research papers.	Direct Instruction	Tier 1	Monitor	09/04/2018	06/09/2023	\$0	No Funding Required	All staff

Activity - Reading/Viewing Sample Writing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will have the opportunity to view, read, and critique the stylistics, language used, and tone appropriate for a variety of written work designed for various audiences.	Direct Instruction	Tier 1	Monitor	09/04/2018	06/09/2023	\$0	No Funding Required	All staff

Activity - Modified Assignments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Some students are provided modifications to assignments, as needed and based on their areas of academic struggles.	Direct Instruction	Tier 2	Monitor	09/04/2018	06/09/2023	\$0	No Funding Required	All ELA staff

Activity - Seminar Classes	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Students who have been identified to be in the bottom 10% of their class in the area of language arts will be placed into an additional "English Core" class (in addition to their regular language arts class) to provide targeted instruction in areas of weakness.	Academic Support Program, Other - Advisory	Tier 3	Implement	09/04/2018	06/09/2023	\$0	General Fund	Two ELA staff members, per master schedule
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Goal 2: All students at Bangor High School will be proficient in math.

Measurable Objective 1:

A 10% increase of Ninth, Tenth and Eleventh grade students will demonstrate a proficiency on math state assessments in Mathematics by 06/09/2023 as measured by State Assessments.

Strategy 1:

Academic Vocabulary - All staff will provide students with specific math terms and phrases across all math courses offered that will provide a strong common math vocabulary foundation for all students. This will be presented during daily learning targets and posted in success criteria.

Category: Mathematics

Research Cited: PSAT scores, Michigan Merit Exam scores, SAT scores

Tier: Tier 1

Activity - Mathematics Vocabulary	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will create lists of math terms and phrases for every math course.	Direct Instruction	Tier 1	Implement	09/04/2018	06/09/2023	\$0	General Fund	Math Department

Strategy 2:

Technology Integration - Students that are not meeting the CCSS will be enrolled and participate in credit recovery courses. Students will utilize graphing calculators, tv screens, Kahoot programming, desmos graphing app, personal devices and iPad 2's in the classroom.

Category: Mathematics

Research Cited: Staff evaluated grade level assessment data.

Tier: Tier 1

Activity - Technology Integration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students that are not meeting the CCSS will be enrolled and participate in credit recovery courses. Students will utilize graphing calculators and Chrome Books in the classroom.	Technology	Tier 1	Monitor	09/04/2018	06/09/2023	\$0	General Fund	credit recovery instructors. Math staff.

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Strategy 3:

Team Teaching - Teachers team-teaching a course will meet prior to the start of instruction to review strategies. Department meetings during will also be utilized to review strategies also.

Category: Mathematics

Research Cited: Wilson,G. "Be an Active Co-teacher," Intervention in School and Clinic, March, 2008.

Rice, N. "Co-instructing at the Secondary Level,"Teaching Exceptional Children, January,2007.

Tier: Tier 2

Activity - Pre-Course Collaboration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers team-teaching a course will meet prior to the start of instruction to review strategies.	Professional Learning	Tier 2	Implement	09/04/2018	06/09/2023	\$0	General Fund	Math and Special Education Department

Goal 3: All students will be proficient in science on the state assessments.

Measurable Objective 1:

A 10% increase of Eleventh grade students will demonstrate a proficiency in Vocabulary in Science by 06/09/2023 as measured by State Assessments.

Strategy 1:

Science Vocabulary - Latin and Greek - Teaching Latin and Greek prefixes, roots and suffixes.

Category: Science

Research Cited: Kent State University and the University of Akron—Timothy Rasinski, Nancy Padak, Rick M. Newton, and Evangeline Newton— 2008 book, Greek and Latin Roots,

Tier: Tier 1

Activity - Science Vocabulary Lists	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Science teachers will provide weekly science vocabulary lists in their classroom notes, lecture and labs. 20 terms a week will be the average. Students will be quizzed or test over the vocabulary lists biweekly.	Direct Instruction	Tier 1	Implement	09/04/2018	06/09/2023	\$0	General Fund	Mark Meyers, Jonathon Lowis

Measurable Objective 2:

A 10% increase of All Students will demonstrate a proficiency in the ability to derive meaning from graphs, charts and tables. in Science by 06/09/2023 as measured by State Assessment.

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Strategy 1:

Interpreting Data Tables and Graphs - Lecture, labs and MSTEP prep.

Category: Science

Research Cited: National Science Teachers Association

Tier: Tier 1

Activity - Interpreting Data Tables and Graphs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
During each unit of instruction or laboratory work, students will construct and interpret data tables and graphs.	Direct Instruction	Tier 1	Implement	09/04/2018	06/09/2023	\$0	Other	Mark Meyers, Jonathon Lowis

Measurable Objective 3:

A 10% increase of All Students will demonstrate a proficiency in critical thinking skills in Science by 06/09/2023 as measured by State Assessment.

Strategy 1:

Inquiry Based Learning - Labs

Modeling

Category: Science

Research Cited: Fulmer, G.W. & Liang, L.L. (2013). Measuring model-based high school science instruction: Development and application of a student survey. Journal of Science Education and Technology, 22, 37-46.

Tier: Tier 1

Activity - Project Based Learning - Labs and Modeling	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will have the opportunity to construct labs and projects based on scientific concepts being covered in each individual unit. Depending on the instructor and unit all will vary accordingly.	Direct Instruction	Tier 1	Implement	09/04/2018	06/09/2023	\$0	Other	Mark Meyers, Jonathon Lowis

Goal 4: All students will be proficient on the social studies state assessment.

Measurable Objective 1:

A 10% increase of Ninth, Tenth, Eleventh and Twelfth grade Economically Disadvantaged students will demonstrate a proficiency on the state assessment in Social Studies by 06/09/2023 as measured by 2023 reported scores for Bangor High School.

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Strategy 1:

Improved Data Analysis - Improving skills in analysis of maps, charts, graphs, and graphic organizers through the use of practice assignments

Category: Social Studies

Research Cited: Newell, A and Rosenbloom, P.S. (1981) Mechanisms of skill acquisition and the law of practice. In J.R. Anderson (Ed), Cognitive Skills and their Acquisition. Hillsdale, NJ: Erlbaum

Tier: Tier 1

Activity - Standardized test practice	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Weekly practice with critical thinking assessments (ex. bar graphs, line graphs, maps, charts) from a variety of textbook sources, with modeling of cognitive skills provided initially and answers checked immediately	Supplemental Materials, Direct Instruction	Tier 1	Implement	09/04/2018	06/09/2023	\$0	No Funding Required	All social studies staff: Devers, Johnson, Sargeant

Strategy 2:

Increased achievement through project based learning assignments - All social studies staff will implement at least one project based learning assignment in each nine week marking period. Materials will be utilized from department resources and online sources. Department chairperson will consult with staff to monitor progress.

Category: Social Studies

Research Cited: Barron, B., & Darling-Hammond, L. (2008). Teaching for meaningful learning: A review of research on inquiry-based and cooperative learning (PDF). Powerful Learning: What We Know About Teaching for Understanding. San Francisco, CA: Jossey-Bass.

Tier: Tier 1

Activity - Utilization of strategies to maximize effectiveness of project based learning assignments: cooperative learning structures, inquiry-based assignments, and varied assessments into project based learning assignments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Within each project based learning assignment, implementation of cooperative learning structures, inquiry-based design, and varied assessments to maximize each project's effectiveness and overall student achievement.	Curriculum Development, Supplemental Materials	Tier 1	Implement	09/04/2018	06/09/2023	\$0	No Funding Required	All social studies staff: Devers, Johnson, Sargeant

Strategy 3:

Using weekly assignments to improve reading for information skills in the social studies content area - All social studies staff will implement weekly assignments to provide students with practice in reading for information, specifically in the social studies content area. These are typically one-page readings with 5 to 8 multiple choice questions to follow.

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Category: Social Studies

Research Cited: The 2016-2017 M-STEP scores for Bangor Public Schools indicates that 30.7% of our tested students met the Proficiency Benchmarks compared with 45.9% statewide.

Tier: Tier 1

Activity - Implementation of Reading for Information skill assignments specific to social studies content	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All social studies staff will implement the regular, weekly use of reading for information assignments. It is recognized that immediate feedback and discussions about correct answers are critical to the success of this process. Materials used will be from sources such as "Reading in the Content Areas: Social Studies" (McGraw Hill)	Supplemental Materials	Tier 1	Implement	09/04/2018	06/09/2023	\$0	No Funding Required	All social studies staff: Devers, Johnson, Sargeant

Goal 5: Increase reading proficiency for all students

Measurable Objective 1:

A 10% increase of All Students will demonstrate a proficiency in reading in English Language Arts by 06/09/2023 as measured by state assessments.

Strategy 1:

Textual Analysis - Students will participate in a variety of close literature reading strategies to identify meaning beyond the literal and assist in their overall comprehension.

Category: English/Language Arts

Research Cited: Of students tested on the SAT, greater than 50% of students tested showed textual analysis as a weak area.

Bringing Literacy Strategies into Content Instruction - Professional Learning for Secondary-Level Teachers: Section 2: This section summarizes the five areas of instructional focus and improvement recommended in Academic Literacy Instruction for Adolescents: A Guidance Document from the Center on Instruction (Torgesen et al., 2007). Considered pivotal to improving adolescent literacy, these five recommendations are scientifically based. They succinctly delineate the instructional focus and improvements that content-area teachers can make to improve reading comprehension for adolescents. Implemented widely and effectively, they would likely lead to significant long-term improvement in adolescents' literacy abilities. They included strategy instruction, discussion-oriented instruction, high standards, motivational context, and strategies to teach essential content. (<http://www.centeroninstruction.org/files/Bringing%20Literacy%20Strategies%20into%20Content%20Instruction.pdf>)

Also, according to The Partnership for Assessment of Readiness for College and Careers, close, analytic reading stresses engaging with a text of sufficient complexity directly and examining meaning thoroughly and methodically, encouraging students to read and reread deliberately. Directing student attention on the text itself empowers students to understand central ideas and key supporting details. It also enables students to reflect on the meanings of individual words and sentences; the order in which sentences unfold; and the development of ideas over the course of the text, which ultimately leads students to arrive at an understanding of the text as a

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whole (PARCC, 2011, page 7).

Tier: Tier 1

Activity - Dissection of complex texts	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will use several strategies to gain further insight into literary works, including but not limited to, making predictions, re-reading, relating to personal or current events, looking for patterns and disruption of patterns, noting ambiguities, considering author's alternatives, asking questions, making notations, free writing, listing details, and items that may strike the student as important.	Direct Instruction	Tier 1	Monitor	09/04/2018	06/09/2023	\$0	No Funding Required	All staff
Activity - Vocabulary	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will become familiar with various literary devices and figurative language used by author's to add depth to the work, such as symbolism, imagery, metaphors, similes, theme, etc. Students will also identify unfamiliar vocabulary, find meanings, and determine the correct meaning for the context in which it is used. Learning will occur through direct instruction, viewing examples, modeling, and student exploration and creation.	Direct Instruction	Tier 1	Implement	09/04/2018	06/09/2023	\$0	No Funding Required	All ELA Staff
Activity - Independent Reading	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will have a variety of opportunities, both in and out of class, to read independently from teacher and student selected texts. Both hard copy texts and electronic versions will be encouraged.	Other	Tier 1	Monitor	09/04/2018	06/09/2023	\$0	No Funding Required	All staff
Activity - Pre-Reading	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will complete a variety of pre-reading strategies in multiple formats to gain knowledge about the author, themes, time period, and symbolism. Multiple formats can include, but are not limited to, direct instruction, investigative projects, using the internet to locate information, film, written pieces from the author explaining the text, Rocketbooks, and informational texts.	Direct Instruction	Tier 1	Monitor	09/04/2018	06/09/2023	\$0	No Funding Required	All staff
Activity - Seminar Classes	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Students who have been identified to be in the bottom 10% of their class in the area of language arts will be placed into an additional "Advisory" class (in addition to their regular language arts class) to provide targeted instruction in areas of weakness.	Academic Support Program, Other	Tier 3	Implement	09/04/2018	06/09/2023	\$0	General Fund	Two ELA staff members, per master schedule assignments
Activity - Small Group Work	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Some students will participate in small group instruction, or one-on-one assistance, to provide clarification of curriculum, set goals, and/or ask questions, as needed based on learning struggles.	Direct Instruction	Tier 2	Monitor	09/04/2018	06/09/2023	\$0	No Funding Required	All ELA staff
Activity - Modified Assignments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Some students will receive assignment modifications, based on identified academic struggles in the area of reading.	Direct Instruction	Tier 2	Monitor	09/04/2018	06/09/2023	\$0	No Funding Required	All Staff

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Independent Reading	Students will have a variety of opportunities, both in and out of class, to read independently from teacher and student selected texts. Both hard copy texts and electronic versions will be encouraged.	Other	Tier 1	Monitor	09/04/2018	06/09/2023	\$0	All staff
Pre-Reading	Students will complete a variety of pre-reading strategies in multiple formats to gain knowledge about the author, themes, time period, and symbolism. Multiple formats can include, but are not limited to, direct instruction, investigative projects, using the internet to locate information, film, written pieces from the author explaining the text, Rocketbooks, and informational texts.	Direct Instruction	Tier 1	Monitor	09/04/2018	06/09/2023	\$0	All staff
Small Group Work	Some students will participate in small group instruction, or one-on-one assistance, to provide clarification of curriculum, set goals, and/or ask questions, as needed based on learning struggles.	Direct Instruction	Tier 2	Monitor	09/04/2018	06/09/2023	\$0	All ELA staff
Completion of a variety of written assignments	Students will complete a variety of written assignments, specific to various audiences. Examples may include, but are not limited to, argumentative essays, explanatory essays, business writing, creative writing, and research papers.	Direct Instruction	Tier 1	Monitor	09/04/2018	06/09/2023	\$0	All staff
Standard Essay Outline	All ELA teachers will implement the use of a standard essay outline, complete with descriptions, as a guideline for students and assessment criteria.	Direct Instruction	Tier 1	Monitor	09/04/2018	06/09/2023	\$0	All ELA teachers
Implementation of Reading for Information skill assignments specific to social studies content	All social studies staff will implement the regular, weekly use of reading for information assignments. It is recognized that immediate feedback and discussions about correct answers are critical to the success of this process. Materials used will be from sources such as "Reading in the Content Areas: Social Studies" (McGraw Hill)	Supplemental Materials	Tier 1	Implement	09/04/2018	06/09/2023	\$0	All social studies staff: Devers, Johnson, Sargeant

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Completion of Standard Essays	All ELA teachers will, at a minimum, assign and assess one standard essay per each nine week period, where students will work through the complete writing process. Use of a computerized program will allow students more opportunities for frequent writing and immediate feedback.	Direct Instruction	Tier 1	Monitor	09/04/2018	06/09/2023	\$0	All ELA teachers
Reading/Viewing Sample Writing	Students will have the opportunity to view, read, and critique the stylistics, language used, and tone appropriate for a variety of written work designed for various audiences.	Direct Instruction	Tier 1	Monitor	09/04/2018	06/09/2023	\$0	All staff
Standardized test practice	Weekly practice with critical thinking assessments (ex. bar graphs, line graphs, maps, charts) from a variety of textbook sources, with modeling of cognitive skills provided initially and answers checked immediately	Supplemental Materials, Direct Instruction	Tier 1	Implement	09/04/2018	06/09/2023	\$0	All social studies staff: Devers, Johnson, Sargeant
Modified Assignments	Some students are provided modifications to assignments, as needed and based on their areas of academic struggles.	Direct Instruction	Tier 2	Monitor	09/04/2018	06/09/2023	\$0	All ELA staff
Vocabulary	Students will become familiar with various literary devices and figurative language used by author's to add depth to the work, such as symbolism, imagery, metaphors, similes, theme, etc. Students will also identify unfamiliar vocabulary, find meanings, and determine the correct meaning for the context in which it is used. Learning will occur through direct instruction, viewing examples, modeling, and student exploration and creation.	Direct Instruction	Tier 1	Implement	09/04/2018	06/09/2023	\$0	All ELA Staff
Dissection of complex texts	Students will use several strategies to gain further insight into literary works, including but not limited to, making predictions, re-reading, relating to personal or current events, looking for patterns and disruption of patterns, noting ambiguities, considering author's alternatives, asking questions, making notations, free writing, listing details, and items that may strike the student as important.	Direct Instruction	Tier 1	Monitor	09/04/2018	06/09/2023	\$0	All staff
Small Group Work	Some students will work in small groups or on a one-on-one basis with the teacher to provide additional assistance, as needed for clarification of curriculum.	Direct Instruction	Tier 2	Monitor	09/04/2018	06/09/2023	\$0	All ELA staff
Modified Assignments	Some students will receive assignment modifications, based on identified academic struggles in the area of reading.	Direct Instruction	Tier 2	Monitor	09/04/2018	06/09/2023	\$0	All Staff

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Utilization of strategies to maximize effectiveness of project based learning assignments: cooperative learning structures, inquiry-based assignments, and varied assessments into project based learning assignments	Within each project based learning assignment, implementation of cooperative learning structures, inquiry-based design, and varied assessments to maximize each project's effectiveness and overall student achievement.	Curriculum Development, Supplemental Materials	Tier 1	Implement	09/04/2018	06/09/2023	\$0	All social studies staff: Devers, Johnson, Sargeant
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Other

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Interpreting Data Tables and Graphs	During each unit of instruction or laboratory work, students will construct and interpret data tables and graphs.	Direct Instruction	Tier 1	Implement	09/04/2018	06/09/2023	\$0	Mark Meyers, Jonathon Lowis
Project Based Learning - Labs and Modeling	Students will have the opportunity to construct labs and projects based on scientific concepts being covered in each individual unit. Depending on the instructor and unit all will vary accordingly.	Direct Instruction	Tier 1	Implement	09/04/2018	06/09/2023	\$0	Mark Meyers, Jonathon Lowis

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Technology Integration	Students that are not meeting the CCSS will be enrolled and participate in credit recovery courses. Students will utilize graphing calculators and Chrome Books in the classroom.	Technology	Tier 1	Monitor	09/04/2018	06/09/2023	\$0	credit recovery instructors. Math staff.
Science Vocabulary Lists	Science teachers will provide weekly science vocabulary lists in their classroom notes, lecture and labs. 20 terms a week will be the average. Students will be quizzed or test over the vocabulary lists biweekly.	Direct Instruction	Tier 1	Implement	09/04/2018	06/09/2023	\$0	Mark Meyers, Jonathon Lowis
Seminar Classes	Students who have been identified to be in the bottom 10% of their class in the area of language arts will be placed into an additional "English Core" class (in addition to their regular language arts class) to provide targeted instruction in areas of weakness.	Academic Support Program, Other - Advisory	Tier 3	Implement	09/04/2018	06/09/2023	\$0	Two ELA staff members, per master schedule

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Seminar Classes	Students who have been identified to be in the bottom 10% of their class in the area of language arts will be placed into an additional "Seminar" class (in addition to their regular language arts class) to provide targeted instruction in areas of weakness.	Academic Support Program, Other - Advisory	Tier 3	Implement	09/04/2018	06/09/2023	\$0	Two ELA staff members, per master schedule assignments
Pre-Course Collaboration	Teachers team-teaching a course will meet prior to the start of instruction to review strategies.	Professional Learning	Tier 2	Implement	09/04/2018	06/09/2023	\$0	Math and Special Education Department
Seminar Classes	Students who have been identified to be in the bottom 10% of their class in the area of language arts will be placed into an additional "Advisory" class (in addition to their regular language arts class) to provide targeted instruction in areas of weakness.	Academic Support Program, Other	Tier 3	Implement	09/04/2018	06/09/2023	\$0	Two ELA staff members, per master schedule assignments
Mathematics Vocabulary	Teachers will create lists of math terms and phrases for every math course.	Direct Instruction	Tier 1	Implement	09/04/2018	06/09/2023	\$0	Math Department