



School Improvement Plan

East Lansing High School

East Lansing School District

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

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.	

School Improvement Plan 18-19

Overview

Plan Name

School Improvement Plan 18-19

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 at East Lansing High School will show growth in their reading achievement which will result in an increase in the percentage of students proficient in reading.	Objectives: 1 Strategies: 2 Activities: 3	Academic	\$2000
2	All students at East Lansing High School will show growth in their writing achievement which will result in an increase in the percentage of students proficient in writing.	Objectives: 1 Strategies: 1 Activities: 3	Academic	\$2000
3	All students at East Lansing High School will show growth in their mathematics achievement which will result in an increase in the percentage of students proficient in mathematics.	Objectives: 1 Strategies: 2 Activities: 4	Academic	\$2000
4	All students at East Lansing High School will show growth in their science achievement which will result in an increase in the percentage of students proficient in science.	Objectives: 1 Strategies: 2 Activities: 3	Academic	\$7000
5	All students at East Lansing High School will show growth in their social studies achievement which will result in an increase in the percentage of students proficient in social studies.	Objectives: 1 Strategies: 2 Activities: 3	Academic	\$14000
6	East Lansing High School will implement a fully functional AVID (Advancement Via Individual Determination) program.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$30000
7	ELHS will implement an open enrollment Advanced Academic program to achieve equity in advanced academics.	Objectives: 1 Strategies: 2 Activities: 2	Organizational	\$20000
8	East Lansing High School will create a culture supportive of student needs.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$500

Goal 1: All students at East Lansing High School will show growth in their reading achievement which will result in an increase in the percentage of students proficient in reading.

Measurable Objective 1:

85% of Black or African-American, Economically Disadvantaged, Hispanic or Latino and Students with Disabilities students will demonstrate a proficiency based on the MME Reading in English Language Arts by 03/25/2022 as measured by the percent of subgroup students proficient (AMO 3.38, 4.50, 6.00, 9.63, respectively).

Strategy 1:

Implement approved state standards for ELA & Literacy across the core and elective curricula. - All teachers will increase reading instruction in all curricular areas.

1. Building Knowledge through content-rich nonfiction
2. Reading, writing and speaking grounded in evidence from text, both literary and informational.
3. Regular practice with complex text and its academic language.

Category: English/Language Arts

Research Cited: ACT, Inc (2006). Reading Between the Lines: What the ACT Reveals About College Readiness in Reading

Pearson, P and Liben, D. The Progression of Reading Comprehension

ELA/Literacy Research and Articles, achievethecore.org

Tier: Tier 1

Activity - Annotated Reading	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Annotation of reading passages in all subject areas with consistent teacher modeling and regular teacher feedback to students.	Direct Instruction	Tier 1	Implement	09/06/2016	06/16/2017	\$0	General Fund	All

Activity - Close Reading	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<ul style="list-style-type: none"> •Content-specific readings rich in complexity •Text-dependent questions requiring critical thought, modeled by teacher. •Student discussion activities drawing on critical thought and designed to capitalize on the social nature of knowledge construction. •Pre-loading of complex academic vocabulary and syntax. 	Direct Instruction	Tier 1	Implement	09/06/2016	06/16/2017	\$0	General Fund	Teachers and administrators.

Strategy 2:

RAISE - Ongoing training in reading apprenticeship throughout the school year designed to allow staff to gain core competency in providing designed to increase universal student literacy skills across all curricular areas.

Category: Learning Support Systems

Research Cited: Reading for Understanding (2012).

Tier: Tier 1

Activity - RAISE training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will participate in two staff-wide reading apprenticeship trainings, with the option to participate in an RA community of practice meeting throughout the school year.	Professional Learning	Tier 1	Implement	09/06/2016	06/16/2017	\$2000	Other	Teachers and administrators

Goal 2: All students at East Lansing High School will show growth in their writing achievement which will result in an increase in the percentage of students proficient in writing.

Measurable Objective 1:

85% of Black or African-American, Economically Disadvantaged, Hispanic or Latino and Students with Disabilities students will demonstrate a proficiency based on the MME Writing assessment in English Language Arts by 03/18/2022 as measured by percent of subgroup students proficient (AMO 5.25, 5.88, 6.00, 9.63, respectively).

Strategy 1:

Implement applicable state standards in ELA & Literacy across core and academic subjects. - All teachers will increase writing instruction and critical writing requirements in all curricular areas, to include writing grounded in evidence from both literary and informational texts.

Category: English/Language Arts

Research Cited: National Assessment Governing Board (2007), Writing Framework for the 2011 National Assessment of Educational progress, ore-publication edition, Iowa City, IA , ACT, Inc

ACT, Inc. (2009), ACT National Curriculum Survey 2009, Iowa City, IA.

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Tier: Tier 1

Activity - Professional development for teachers on universal, literacy-based instructional strategies.	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher led professional learning on state and SAT writing standards, with the PLC-based development of specific writing assignments requiring critical thought and analysis in all curricular areas.	Professional Learning	Tier 1	Implement	09/06/2016	06/16/2017	\$0	No Funding Required	ELHS professional staff
Activity - Learning walks	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Develop a community of practice around instructional rounds, allowing a cohort of teachers to observe and give feedback to colleagues that includes writing instructional strategies.	Walkthrough	Tier 1	Implement	09/06/2016	06/16/2017	\$2000	General Fund	ELHS professional staff
Activity - Professional Learning Communities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers within Professional Learning Communities will develop specific writing expectations and assignments for all courses based around appropriate state and SAT expectations.	Teacher Collaboration	Tier 1	Monitor	09/06/2016	06/16/2017	\$0	No Funding Required	ELHS curricular chair, course leaders and administration

Goal 3: All students at East Lansing High School will show growth in their mathematics achievement which will result in an increase in the percentage of students proficient in mathematics.

Measurable Objective 1:

85% of Black or African-American, Economically Disadvantaged, Hispanic or Latino and Students with Disabilities students will demonstrate a proficiency based on the MME in Mathematics by 03/25/2022 as measured by the percent of subgroup students proficient (AMO 7.50, 7.88, 8.63, 9.63, respectively).

Strategy 1:

Implement appropriate state standards for mathematics - 1. Continue to redesign and evaluate curriculum horizontally so that all state standards are addressed in ways that will result in significant learning.

2. Vertically align curriculum so that coherence exists between mathematical levels.

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3. Increase rigor and critical thinking in mathematics class around major topics: pursue conceptual understanding, procedural skill and fluency and application.

Category: Mathematics

Research Cited: National Assessment Governing Board, Mathematics Framework for the 2009 National Assessment of Educational Progress. US Dept of Education, 2008.

Foundations for Success: The Final Report of the National Mathematics Advisory Panel. US Dept of Education: Washington, D.C. 2008

Tier: Tier 1

Activity - Professional Learning Communities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Utilize instructional collaboration practices to develop instructional strategies that enhance students conceptual understanding and application of mathematical principles. Develop common unit assessments to measure instructional effectiveness in teaching to appropriate state standards.	Teacher Collaboration	Tier 1	Monitor	09/06/2016	06/16/2017	\$0	No Funding Required	Course leaders, department chair, mathematics teachers.

Activity - Learning walks	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers observe and give feedback to colleagues on instructional strategies as they seek to implement mathematical practices resulting in increased rigor and critical thought.	Walkthrough	Tier 1	Implement	09/06/2016	06/16/2017	\$2000	General Fund	Curricular chair, course leaders and mathematics teachers

Strategy 2:

Targeted Interventions - Assign Algebra 1 students who are below 70% in their math class and/or selected by teacher to attend Excel with a designated math teacher for targeted intervention until grade is above 70%.

Category: Mathematics

Tier: Tier 2

Activity - Proficiency monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Three week interventions checks for students with disabilities by the special education teacher and classroom teacher.	Monitor	Tier 2	Implement	09/06/2016	06/16/2017	\$0	No Funding Required	Mathematics teachers

Activity - Develop and implement common formative assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Math teachers will develop and administer common formative assessments to provide near term data showing student progress so in-class interventions can be planned and carried out.	Evaluation	Tier 1	Monitor	09/06/2016	06/16/2017	\$0	No Funding Required	math teachers
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Goal 4: All students at East Lansing High School will show growth in their science achievement which will result in an increase in the percentage of students proficient in science.

Measurable Objective 1:

85% of Black or African-American, Economically Disadvantaged, Hispanic or Latino and Students with Disabilities students will demonstrate a proficiency based on the MME in Science by 05/27/2022 as measured by the percent of subgroup students proficient (AMO 8.75, 8.88, 8.00, 9.63, respectively).

Strategy 1:

Profession Learning Communities - Professional Learning Communities organized by science course content will meet regularly throughout the school year to develop content, instructional methodologies, and assessments.

Category: Science

Research Cited: DuFour, R. (2004). What is a professional learning community? Educational Leadership, 61(8), 6–11.

Stoll, L., & Louis, K. S. (Eds.). (2007). Professional learning communities: Divergence, depth, and dilemmas. Berkshire, England: Open University Press.

Daneman, M., & Green, I. (1986). Individual differences in comprehending and producing words in context. Journal of Memory and Language, 25(1), 1–18.

Tier: Tier 1

Activity - Content coherence and pacing guides	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Science teachers of common courses will collaborate and come to consensus on curriculum objectives, common unit assessments, and pacing guides. Science teachers will revise these as necessary.	Curriculum Development	Tier 1	Implement	09/06/2016	06/16/2017	\$0	No Funding Required	Curriculum chairs and science teachers

Activity - Develop and analyze data from common unit assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Science teachers will develop unit assessments and continuously analyze data to inform instruction.	Evaluation	Tier 1	Implement	09/06/2016	06/16/2017	\$0	No Funding Required	Science curriculum chair and staff

Strategy 2:

Reading Apprenticeship - Teachers will be trained in reading apprenticeship and academic literacy course to improve universal literacy across the curriculum. Students

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will build a positive reader identity and make concrete improvements in reading comprehension and subject area achievement.

Category: Learning Support Systems

Research Cited: Reading for Understanding (2012)

Tier: Tier 1

Activity - RAISE training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Remaining science teachers will participate in the 5day RAISE training/professional development.	Professional Learning	Tier 1	Implement	09/01/2015	06/10/2016	\$7000	General Fund	Science teachers

Goal 5: All students at East Lansing High School will show growth in their social studies achievement which will result in an increase in the percentage of students proficient in social studies.

Measurable Objective 1:

85% of Black or African-American, Economically Disadvantaged, Hispanic or Latino and Students with Disabilities students will demonstrate a proficiency based on the MME in Social Studies by 05/27/2022 as measured by percent of subgroup students proficient (AMO 5.88, 6.50, 8.63, 9.63, respectively).

Strategy 1:

Reading Apprenticeship - Teachers will be trained in reading apprenticeship and academic literacy to improve universal literacy skills across the curriculum. Students will build a positive reader identity and make concrete improvements in reading comprehension and subject area achievement.

Category: Learning Support Systems

Research Cited: Reading for Understanding (2012).

Tier: Tier 1

Activity - Reading Apprenticeship training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Social Study teachers will participate in ongoing training in Reading Apprenticeship throughout the school year.	Professional Learning	Tier 1	Implement	09/06/2016	06/16/2017	\$7000	General Fund	Social studies curricular chair and teachers.

Strategy 2:

Professional Learning Communities - Professional Learning Communities will form by course and meet regularly throughout the school year to plan content,

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instructional methodology, and assessments.

Category: Learning Support Systems

Research Cited: DuFour, R. (2004). What is a professional learning community? Educational Leadership, 61(8), 6–11. Stoll, L., & Louis, K. S. (Eds.). (2007).

Professional learning communities: Divergence, depth, and dilemmas. Berkshire, England: Open University Press. Daneman, M, & Green, I. (1986). Individual differences in comprehending and producing words in context. Journal of Memory and Language, 25(1), 1–18.

Tier: Tier 1

Activity - Content coherence and pacing guides	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Social studies teachers of common courses will collaborate and come to consensus on curriculum unit objectives, common unit assessments, and pacing guides.	Curriculum Development	Tier 1	Implement	09/06/2016	06/16/2017	\$7000	General Fund	Social studies teaches, curricular chair, course leaders

Activity - Develop and analyze data from common unit assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Social studies teachers of common courses will collaborate to review unit assessment results and come to consensus on curriculum and reflect on most effective instructional strategies.	Evaluation	Tier 1	Implement	09/06/2016	06/16/2017	\$0	No Funding Required	Social studies curricular chair and teachers.

Goal 6: East Lansing High School will implement a fully functional AVID (Advancement Via Individual Determination) program.

Measurable Objective 1:

achieve college and career readiness by nurturing an AVID culture that emphasizes college and career readiness by 06/16/2017 as measured by successful evaluation of the AVID program according to AVID standards.

Strategy 1:

Expand the implementation of AVID elective classrooms - The high school will create, staff, and populate an AVID classroom with a cohort of incoming Freshmen students. This will constitute a second cohort of AVID students.

Category: Career and College Ready

Research Cited: Research has shown AVID to be a successful strategy to increase college and career readiness. See avid.org.

Tier: Tier 1

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Activity - Implement AVID program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Implement AVID elective classrooms and provide training to staff supporting the use of WICOR strategies to improve college-level critical thinking skills throughout the building.	Academic Support Program	Tier 1	Implement	09/06/2016	06/16/2017	\$30000	Section 31a	Administration, AVID instructor, AVID trained teacher teams

Goal 7: ELHS will implement an open enrollment Advanced Academic program to achieve equity in advanced academics.

Measurable Objective 1:

increase student growth by ensuring proportional representation in advanced academic coursework by 06/16/2017 as measured by student representation in advanced academic coursework being proportionate to student demographics.

Strategy 1:

Implement an open enrollment advanced academic feeder program - An open enrollment advanced academic feeder program will be created in all core areas as a way to ensure proportional representation of all student demographics in advanced academics.

Category:

Research Cited: Research shows that underrepresented populations require fewer barriers to advanced academics and structures that build student self-efficacy over time in order to be successful in advanced academics.

Tier: Tier 1

Activity - Implement Pre-AP sequences in all core areas	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Design, prepare, and implement advanced academic course sequences in all core areas.	Academic Support Program	Tier 1	Implement	09/06/2016	06/16/2017	\$0	General Fund	Administration, counselors, teaching staff

Strategy 2:

Work with Lead Higher organization to increase proportionality of enrollment and parity of achievement in AP courses. - Collaborate with the Lead Higher initiative throughout the year to identify and recruit under-represented students into the AP program.

Category: Learning Support Systems

Research Cited: www.eosschools.org

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Tier: Tier 1

Activity - Lead Higher Initiative	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Collaborate directly with Equal Opportunity Schools throughout the school year in order to identify specific students from under-represented populations to recruit into AP classes during the school scheduling process.	Academic Support Program	Tier 1	Implement	09/06/2016	06/16/2017	\$20000	General Fund	Principal, curricular chairs, AP teachers

Goal 8: East Lansing High School will create a culture supportive of student needs.

Measurable Objective 1:

collaborate to improve the responsiveness of campus climate to student needs by 06/16/2017 as measured by completion of training in programs supportive of student well being.

Strategy 1:

QPR (Question, Persuade, Refer) - Staff will train in and implement QPR (Question, Persuade, Refer), a suicide prevention program.

Category: School Culture

Research Cited: www.qprinstitute.com

Tier: Tier 1

Activity - QPR Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will begin the year with training in QPR, producing an implementation and awareness that focuses on student emotional well-being.	Behavioral Support Program	Tier 1	Implement	09/06/2016	06/16/2017	\$500	Other	Principal, 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
Develop and analyze data from common unit assessments	Social studies teachers of common courses will collaborate to review unit assessment results and come to consensus on curriculum and reflect on most effective instructional strategies.	Evaluation	Tier 1	Implement	09/06/2016	06/16/2017	\$0	Social studies curricular chair and teachers.
Professional Learning Communities	Teachers within Professional Learning Communities will develop specific writing expectations and assignments for all courses based around appropriate state and SAT expectations.	Teacher Collaboration	Tier 1	Monitor	09/06/2016	06/16/2017	\$0	ELHS curricular chair, course leaders and administration
Professional development for teachers on universal, literacy-based instructional strategies.	Teacher led professional learning on state and SAT writing standards, with the PLC-based development of specific writing assignments requiring critical thought and analysis in all curricular areas.	Professional Learning	Tier 1	Implement	09/06/2016	06/16/2017	\$0	ELHS professional staff
Professional Learning Communities	Utilize instructional collaboration practices to develop instructional strategies that enhance students conceptual understanding and application of mathematical principles. Develop common unit assessments to measure instructional effectiveness in teaching to appropriate state standards.	Teacher Collaboration	Tier 1	Monitor	09/06/2016	06/16/2017	\$0	Course leaders, department chair, mathematics teachers.
Content coherence and pacing guides	Science teachers of common courses will collaborate and come to consensus on curriculum objectives, common unit assessments, and pacing guides. Science teachers will revise these as necessary.	Curriculum Development	Tier 1	Implement	09/06/2016	06/16/2017	\$0	Curriculum chairs and science teachers
Develop and implement common formative assessments	Math teachers will develop and administer common formative assessments to provide near term data showing student progress so in-class interventions can be planned and carried out.	Evaluation	Tier 1	Monitor	09/06/2016	06/16/2017	\$0	math teachers
Proficiency monitoring	Three week interventions checks for students with disabilities by the special education teacher and classroom teacher.	Monitor	Tier 2	Implement	09/06/2016	06/16/2017	\$0	Mathematics teachers

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Develop and analyze data from common unit assessments	Science teachers will develop unit assessments and continuously analyze data to inform instruction.	Evaluation	Tier 1	Implement	09/06/2016	06/16/2017	\$0	Science curriculum chair and staff
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Section 31a

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Implement AVID program	Implement AVID elective classrooms and provide training to staff supporting the use of WICOR strategies to improve college-level critical thinking skills throughout the building.	Academic Support Program	Tier 1	Implement	09/06/2016	06/16/2017	\$30000	Administration, AVID instructor, AVID trained teacher teams

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Learning walks	Develop a community of practice around instructional rounds, allowing a cohort of teachers to observe and give feedback to colleagues that includes writing instructional strategies.	Walkthrough	Tier 1	Implement	09/06/2016	06/16/2017	\$2000	ELHS professional staff
Annotated Reading	Annotation of reading passages in all subject areas with consistent teacher modeling and regular teacher feedback to students.	Direct Instruction	Tier 1	Implement	09/06/2016	06/16/2017	\$0	All
Lead Higher Initiative	Collaborate directly with Equal Opportunity Schools throughout the school year in order to identify specific students from under-represented populations to recruit into AP classes during the school scheduling process.	Academic Support Program	Tier 1	Implement	09/06/2016	06/16/2017	\$20000	Principal, curricular chairs, AP teachers
Learning walks	Teachers observe and give feedback to colleagues on instructional strategies as they seek to implement mathematical practices resulting in increased rigor and critical thought.	Walkthrough	Tier 1	Implement	09/06/2016	06/16/2017	\$2000	Curricular chair, course leaders and mathematics teachers
Implement Pre-AP sequences in all core areas	Design, prepare, and implement advanced academic course sequences in all core areas.	Academic Support Program	Tier 1	Implement	09/06/2016	06/16/2017	\$0	Administration, counselors, teaching staff
RAISE training	Remaining science teachers will participate in the 5day RAISE training/professional development.	Professional Learning	Tier 1	Implement	09/01/2015	06/10/2016	\$7000	Science teachers

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Content coherence and pacing guides	Social studies teachers of common courses will collaborate and come to consensus on curriculum unit objectives, common unit assessments, and pacing guides.	Curriculum Development	Tier 1	Implement	09/06/2016	06/16/2017	\$7000	Social studies teaches, curricular chair, course leaders
Close Reading	<ul style="list-style-type: none"> •Content-specific readings rich in complexity •Text-dependent questions requiring critical thought, modeled by teacher. •Student discussion activities drawing on critical thought and designed to capitalize on the social nature of knowledge construction. •Pre-loading of complex academic vocabulary and syntax. 	Direct Instruction	Tier 1	Implement	09/06/2016	06/16/2017	\$0	Teachers and administrators.
Reading Apprenticeship training	Social Study teachers will participate in ongoing training in Reading Apprenticeship throughout the school year.	Professional Learning	Tier 1	Implement	09/06/2016	06/16/2017	\$7000	Social studies curricular chair and teachers.

Other

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
RAISE training	Staff will participate in two staff-wide reading apprenticeship trainings, with the option to participate in an RA community of practice meeting throughout the school year.	Professional Learning	Tier 1	Implement	09/06/2016	06/16/2017	\$2000	Teachers and administrators
QPR Training	Staff will begin the year with training in QPR, producing an implementation and awareness that focuses on student emotional well-being.	Behavioral Support Program	Tier 1	Implement	09/06/2016	06/16/2017	\$500	Principal, staff