



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.

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?

ELHS is a comprehensive 9-12 high school comprised of 1,100 students. The student body is 60% white, 18% Black, 7% Asian, 8% Hispanic, and 7% of students who identify as more than one race. 28% of our students are economically disadvantaged. Approximately 28% of our population are schools of choice students. The faculty are generally experienced and hold graduate degrees, but are almost entirely white and therefore not reflective of the diversity present among the student population. The community of East Lansing is a landlocked, mid-size suburb of the greater Lansing area. It's population consists primarily of middle class to upper middle class professionals, with small pockets of housing with less affluent residents. East Lansing is also the home of Michigan State University. The presence of the university is reflected in the school's diversity of races, ethnicities, religions, and languages. It has also exercised some impact on the level of club activity at the high school, where groups as diverse as Christian Student Fellowship, Muslim Student Union, Black Student Union, Students for Social Justice, and Students for Gender Equity meet and often share members. The community has not seen the same level of change as many places in Michigan, maintaining a relatively stable population and housing market. However, a growing influx of affluent Chinese students at the university level has begun to impact the city and will likely continue to do so over the next several years.

The school has faced several challenges over the past several years, including an achievement gap between races and socio-economic groups. However, during the prior school year, ELHS was notified that it had made significant progress in closing these gaps and was released from the Focus Schools list.

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 school maintains a global focus and works to prepare all students for success in both career and college opportunities. The school's primary philosophy is embodied in what we call "Trojan Turf," with turf standing for trust, unity, respect, and fairness. The school expects students to embody these values and explains these expectations via a student handbook and continued utilization of Turf rewards for students who embody these attributes. In general, program offerings at the high school are rigorous and oriented toward providing students with opportunities to challenge themselves. Courses are offered in a variety of disciplines at both the regular and AP levels, with high AP participation. In 2013-2014, over 500 individual AP tests were taken, with almost 600 taken in the 2014-2015 school year. Over 700 AP exams were given in 2015-2016. On average, 80% of students score a 3 or higher on AP tests.

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.

ELHS receives frequent recognition. In Niche ratings, ELHS was named among the best high schools in Michigan and among the top 5% nationwide. The Mackinac Center lists ELHS among the top 93% of all high schools in Michigan. ELHS has also been named a gold or silver school for the past several years by US News and World Report in their ranking of high schools, including once more in 2015-2016. At the same time, changes in student population have led to new scrutiny concerning the performance of traditionally underrepresented minority and economically disadvantaged students.

ELHS faces the challenge of expanding rigorous and challenging educational opportunities for all students while actively seeking to improve the performance of large segments of the student body. This has included expanding Pre-AP and AP offerings for the 2105-2016 school year and introducing an AVID program.

Additional Information

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

No additional information is provided.

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.

ELHS makes every attempt to involve educational stakeholders in the school improvement process. A varied segment of school staff join the school improvement team on a voluntary basis and play important roles in providing input and feedback into the school improvement plan. The school also works with current leadership structures such as department chairs and ad hoc committees in order to garner additional input into and feedback on the school improvement plan. In addition, parent involvement is solicited through the ELHS Parent Council, and a diverse group of parent stakeholders are typically available to provide both formal and informal input and feedback into the plan. Finally, student input and feedback into the school improvement process is obtained via current student governance structures at the high school such as Student Congress, Student Council, and also via student clubs and activities. These groups are informed of their roles through formal and informal means, typically as meetings unfold. Meetings are scheduled to accommodate as many people as possible by varying meeting times according to need. While not everyone can attend every meeting, the high school is able to gather a wide sampling by using this type of format.

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

Multiple staff participated in the improvement plan, including teachers and department chairs, who were responsible for helping determine areas of emphasis for programmatic and instructional improvement, as well as refining the ultimate plan. Parents provided perception data both through surveys and also in helping the team gauge student and community needs by providing perception data and feedback on areas of emphasis, both programmatic and instructional. Students also provided important perception data and give a unique insight into the effectiveness of the instruction and programming already implemented. All groups played a role in considering data from the standpoint of overall performance, but also as it pertained to some of the more serious issues faced by the high school, especially achievement gaps between different populations. Their input and feedback was important in helping the school make key changes and refinements to efforts already in place.

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 final improvement plan is communicated to stakeholders through multiple means. The most obvious means is by posting the school improvement plan to the website. But the plan is also conveyed to the ELHS community several times per year through other means. Staff review the school improvement plans over several professional development sessions, and committees provide continuous input into the plans as they meet. For example, department chairs meet monthly and ad hoc committees typically meet twice per year. Parents receive information about the school improvement plan one additional time during the year during a special parent council meeting where the plan, as well as progress toward achieving the plan, is reviewed. The presentation is then sent out to all parents so that even those who did not have the opportunity to attend the meeting can review the plan and the school's progress.

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?

Student enrollment within the high school has been relatively stable over the past three years, typically at around 1100 students. The racial, ethnic, and socio-economic makeup of the school has also remained relatively stable, with slight increases in Black and socio-economically disadvantaged populations. In terms of challenges, minority and socio-economically disadvantaged students are, according to high school performance data, the most underserved groups on campus. This is evidenced in the substantial achievement gaps that exist between these two populations and their White/Asian and non-economically disadvantaged peers. As a result, the most significant challenge faced by the high school is closing achievement gaps by finding ways to better serve minority and socio-economically disadvantaged students.

Student Demographic Data

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

The school improvement team looked at attendance data in terms of absences and tardies, both of which impact student achievement levels. Over the past three years, student absences have remained relatively stable, while tardies have shown some level of fluctuation. Over the past year, first period tardies have been, by far, the largest area of concern. However, the data show that the trend for first period tardies is downward. That is to say, fewer students last year were tardy to first period class than in years previously. At the high school, both tardies and absences count toward an attendance for credit policy that states that credit for a course is withheld from students who have ten or more tardies. While this policy, along with an appeals process, has been enforced, it has not changed the overall trend of tardies or absences, especially among populations most needing to be in school. The most significant challenge for the high school, then, is to identify other means for encouraging attendance in school. The team considers that punitive measures may not be entirely effective and that any such strategy should be part of the school Positive Behavior Intervention System.

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?

Three year trend data regarding student behaviors demonstrates that overall discipline numbers are comparatively low, but that among discipline incidents, there is an overrepresentation of minority and economically disadvantaged students. The high school took steps to impact this overrepresentation last year in order to decrease overall discipline and achieve more proportional discipline, and the team noted that referrals for students have fallen by almost 2/3. This was done through Positive Behavior Intervention and Support systems and specific staff development on relationships, but also through conscious attempts to treat students with greater equity than has occurred in the past. The challenge for the high school is to continue to emphasize these proactive measures, but also to expand the work that was undertaken last year in order to accelerate the progress that has already been made.

Student Demographic Data

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

Actions that can be taken to address identified challenges with demographic data include:

1. Continued staff development as it relates to issues of equity and the establishment of productive staff/student relationships.
2. Continued staff development as it relates to issues of equity and the establishment of equitable instructional practices.
3. Strengthening of the high schools Positive Behavior Intervention and Support system to move away from punitive consequences for bad behavior toward more positive consequences for good behavior.
4. The establishment of a strong restorative justice program at ELHS.
5. Additional presentations to students that help establish a positive climate on campus (i.e., anti-bullying, etc.)
6. The involvement of school clubs and activities in proactively addressing issues of campus climate, culture, and performance.
7. Increased involvement of parent groups such as parent council in proactively addressing issues of campus climate, culture, and performance.

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 school leaders in the building have a combined 17 years of administrative experience and a combined 43 years of teaching experience. This provides a stable foundation upon which to build higher levels of student achievement, but the school administration recognizes that continued professional development in current research and best practices is necessary to stay abreast of changes that can positively impact student achievement. As a result, the administration actively participates in both university coursework, local professional development opportunities, as well as building-level book studies. The administration also recognizes the importance of drawing on the experience and talents of other members of the educational community through distributed leadership structures. By working to better ourselves individually and as a group, the school leaders within East Lansing High School believe that we can more positively impact 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 majority of teachers within East Lansing High School are seasoned veterans holding advanced degrees. A minority of teachers are new to the profession. This provides both benefits and challenges in terms of impacting student achievement. For example, the cumulative experience of teachers in the building allows instructional staff to share their expertise with each other and with new staff, contributing to the continuous improvement of staff knowledge and practice. The high levels of experience present within instructional staff also provide the challenge of avoiding comfort zones or unquestioned practices, so that the craft of teaching is being continuously honed and new knowledge of best practices and curricular expertise is being continuously acquired. Inasmuch as teachers build on their existing experience and knowledge and strive to acquire new experience and knowledge, especially as it relates to closing achievement gaps and educating minority and economically disadvantaged students, it should positively impact 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?

School leaders experienced minimal absences over the course of the school year. These were evenly distributed between professional learning and illness. However, school leaders were also cautious to divide up professional learning opportunities so that not all leaders were absent at any given time. This continuity adds to effective building functioning and helps support the instructional process within the school.

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?

In reviewing the data on teacher absences, the team determined that there were few instances in which absences due to illness were excessive. A small number of staff took maternity leave and two long term substitutes were required, but substitutes with appropriate certifications were obtained. A small number of absences occurred due to professional learning, but these were minimal as a result of most professional learning opportunities being offered locally outside of school hours. While the regular presence of teachers will undoubtedly add continuity to instruction, the school also has to remain mindful that quality professional development is also necessary to increase instructional competence.

Teacher/School Leader(s) Demographic Data

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

The most significant action the school improvement team feels it can take in terms of challenges associated with staff demographics is one that has not yet been mentioned. As a school, staff demographics do not mirror student demographics. As a result, the team feels it important that the school recruit, select, and retain quality candidates who are reflective of the diversity present in the school.

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?

In reviewing the latest school self assessment, standards 2 and 4 stood out as strengths. In the latest school external review, standard 4 stood out as a strength. The team agrees that the school has strong physical and staff resources and support, providing students a quality, safe, and supportive environment in which to learn.

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?

The most significant challenge the high school faces relates to standard 5, Using Results for Continuous Improvement. Because the state only requires standardized testing in the 11th grade year, the school has to work to provide near-term data to teachers that is useful for continuous improvement. Efforts have been undertaken to establish a common assessment system that will do this, but it is in its beginning stages. This was also a suggestion from the 14-15 external review team, which noted that standard 5 was the standard most in need of improvement at the high school.

12. How might these challenges impact student achievement?

The challenges associated with Standard 5 are significant. A reliable source of near-term achievement data allows teachers to make quick instructional adjustments for students, which will also contribute to decreasing achievement gaps. This type of data also provides meaningful progress reporting to students, who are better able to achieve their learning objectives when they understand their own progress. The team agrees that nine week progress reporting is not necessarily the most effective way to convey achievement information to students and parents.

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.

When looking at the school self assessment combined with the 14-15 external review, the school feels that the school improvement plan can help us to establish a systemic process, including needed professional development, to bring together a wide range of data sources over time to produce comparison and trend data that drives instruction, identifies achievement gaps, and documents building effectiveness.

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?

Students with disabilities are provided access to the full array of intervention programs through their interactions with staff at the high school.

All students with disabilities are assigned to an administrator, a counselor, and and an adult advocate. These groups, as well as any required providers of ancillary services, coordinate on a regular basis to ensure that students are being fully served.

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

Extended learning opportunities are available to all students in all grades. For example, the school provides regular after school tutoring after school, an Excel advisory period twice per week, and a range of other services such as credit recovery or credit advancement through online or dual enrollment opportunities. The school has also started an AVID program for the 15-16 school year that provided extended opportunities to a select cohort of incoming freshmen. The AVID program will be expanded in 16-17.

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

Staff, administrators, counselors, and providers of ancillary services coordinate on a regular basis to identify students in need of extended learning opportunities. Depending upon student levels of maturity and independence, parents are notified personally of these opportunities and encouraged to support students in taking advantage of them.

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?

The high school implements a system of departments and professional learning communities who coordinate the implementation of content standards. This implementation is measured through our increasing use of common assessments, as well as student performance on standardized and AP testing.

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.

The school completed the MiPHY survey at the end of the 15-16 school year and is currently awaiting results. The survey will be used to provide more targeted services to the student body.

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

Over the past two years, the school has seen a gradual increase in Reading scores. This increase has occurred overall, but also among different subpopulations, including minority and economically disadvantaged students. The school has also seen benefits from implementing Reading Apprenticeship strategies.

19b. Reading- Challenges

While overall reading achievement levels have increased, achievement gaps in reading among different student populations continue to be a priority.

19c. Reading- Trends

Trends in reading show that reading scores are increasing overall, and that scores are increasing among minority and economically disadvantaged subpopulations. However, trends also show that achievement gaps are still a priority.

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.

The school will continue to implement Reading Apprenticeship training and strategies, as these have shown effectiveness across all curricular areas in increasing student achievement scores in reading. The school will also continue with the implementation of common, formative assessments as a way to allow teachers to make immediate instructional adjustments that serve the needs of all students.

20a. Writing- Strengths

Writing scores have shown a gradual increase overall, but also among student subpopulations, including minorities and economically disadvantaged students. Staff have made a conscious effort to implement writing across the curriculum, which has positively impacted student achievement.

20b. Writing- Challenges

In terms of challenges, the same achievement gaps have persisted in writing achievement levels in spite of increasing scores among different populations of students. The biggest challenge the high school faces is in addressing student writing competencies in the near-term, providing immediate feedback that will help students improve their writing ability.

20c. Writing- Trends

Overall, writing scores are trending upward. The same trends also occur among different subpopulations, including minority and economically disadvantaged students. However, achievement gaps continue to be a priority.

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.

In the school improvement plan, writing across the curriculum will continue to be emphasized. The school will also continue with the implementation of common, formative assessments as a way to allow teachers to make immediate instructional adjustments that serve the needs of all students.

21a. Math- Strengths

Math scores have shown some overall improvement, but the improvement has been more minor in degree.

21b. Math- Challenges

While math has shown some overall and subpopulation growth, scores for Hispanic students on campus have decreased significantly. Math's rate of growth has also been slow.

21c. Math- Trends

Overall, math scores have shown gradual improvement. However, achievement gaps in math have persisted, and some subpopulations, including the Hispanic subpopulation, have shown decreases in achievement scores.

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.

Math will be addressed in the school improvement plan through the continuation of a Math Lab class to identify and provide remediation to struggling students. The school will also continue with the implementation of common, formative assessments as a way to allow teachers to make immediate instructional adjustments that serve the needs of all students.

22a. Science- Strengths

Science scores have shown a slow, gradual increase overall and for most subpopulations.

22b. Science- Challenges

Science scores have decreased for Hispanic students and have shown relatively slow growth.

22c. Science- Trends

Overall, science scores have shown a slow increase. The same increase has been seen in most subpopulations of students. At the same time, some subpopulations of students, especially Hispanic students, have shown a decrease in science achievement scores.

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.

In science, the school will continue with the implementation of common, formative assessments as a way to allow teachers to make immediate instructional adjustments that serve the needs of all students.

23a. Social Studies- Strengths

Student achievement scores in social studies have shown an increase overall, and among most subpopulations of students.

23b. Social Studies- Challenges

Student achievement scores among Hispanic students have dropped significantly in Social Studies.

23c. Social Studies- Trends

Overall, Social Studies scores have seen growth, including among most subpopulations. However, the hispanic subpopulation has shown a decrease in scores.

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.

The school will continue with the implementation of common, formative assessments as a way to allow teachers to make immediate instructional adjustments that serve the needs of all students.

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?

In reviewing student perception data, students were most satisfied with Standard 1, Purpose and Direction, and Standard 4, Resources and Support Systems.

24b. Student Perception Data

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

Students were least satisfied with Standard 2, Governance and Leadership, and Standard 5, Using Results for Continuous Improvement.

24c. Student Perception Data

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

School leadership will need to take a more active role in interacting with students and encouraging a more positive and less punitive climate on campus. The school will also continue with the implementation of common, formative assessments as a way to allow teachers to make immediate instructional adjustments that serve the needs of all students.

25a. Parent/Guardian Perception Data

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

Parents and guardians were most satisfied with school performance in Standard 1, Purpose and Direction, and Standard 4, Resources and Support Systems.

25b. Parent/Guardian Perception Data

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

Learning.

25c. Parent/Guardian Perception Data

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

School leadership will take a more active role in interacting with parents and providing their children a supportive educational environment. The school will also continue with the implementation of common, formative assessments as a way to allow teachers to make immediate instructional adjustments that serve the needs of all students.

26a. Teacher/Staff Perception Data

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

Staff were most satisfied with Standard 4, Resources and Support Systems.

26b. Teacher/Staff Perception Data

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

Staff were least satisfied with Standard 1, Purpose and Direction, and Standard 2, Governance and Leadership.

26c. Teacher/Staff Perception Data

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

School leaders will work with staff this year to refine and revise the school's current mission and vision statements as a way to renew commitment to a unified purpose and direction for the school. School leadership will also work more closely with staff and staff committees to determine and better work to meet staff needs.

27a. Stakeholder/Community Perception Data

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

In general, the community and other stakeholders are most satisfied with Standard 4, Resources and Support Systems.

27b. Stakeholder/Community Perception Data

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

Community members and stakeholders show the lowest levels of satisfaction with Standard 2, Governance and Leadership.

27c. Stakeholder/Community Perception Data

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

School leadership will be more active in establishing and strengthening relationships with the community and stakeholders.

Summary

28a. Summary

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

The strengths most associated with the data reviewed tend to be in the resources the school provides to students, staff, and community, as well as the services they provide to them. Students have a quality environment in which to learn, which is also well-resourced. This is a perception shared by most of the ELHS educational community. The biggest challenge the school continues to face is the need for better purpose, direction, and active leadership, as well as the continuing need to close achievement gaps among different student subpopulations.

28b. Summary

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

School governance and leadership is an important issue and, research shows, may account for up to 25% of the variability in student achievement. Establishing a better and more responsive leadership climate within the school will encourage increased levels of student achievement. In addition, achievement gaps demonstrate unevenness in student achievement. Implementing a better system of common, formative assessments will provide needed data to teachers enabling them to better respond to student needs.

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?

Leadership and staff will refine and revise the school mission and vision, which set the tone for what happens on campus. In addition, Reading Apprenticeship, writing across the curriculum, math lab, AVID, common assessments, and new Pre-AP sequences will help the school respond better to the short term educational needs of students, achieving long term improvement benefits.

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		

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

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

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		

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		

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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		

Label	Assurance	Response	Comment	Attachment
8.	The institution has a School-Parent Compact. If yes, please attach the School-Parent Compact below.	Yes		

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

Plan for School Improvement Plan

Overview

Plan Name

Plan for School Improvement Plan

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

SY 2016-2017

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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

Other

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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
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

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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
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
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
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.

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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.
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
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
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
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

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

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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

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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 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
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
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.
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.
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
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