School Improvement Plan

Lawton High School

Lawton Community School District

Ms. Tammy Wilson, Principal
101 Blue Pride Drive
Lawton, MI 49065

TABLE OF CONTENTS

School Additional Requirements Diagnostic

Lawton High School 2016-2017 School Improvement Plan

Introduction

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

Executive Summary

Introduction

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

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?

Lawton High School provides a Michigan Merit Curriculum based high school education for students in the Lawton Community Schools district including Porter, Antwerp, and Prairie Ronde Townships as well as the Village of Lawton. Students also come from surrounding districts through the 105 and 105C School of Choice programs. The student population of approximately 340 students enjoys services for all learners including those provided by partnerships with the LAAC, an alternative high school within the district, and the Van Buren Technology Center. Advanced students accel through the Early College Health Alliance, Advanced Placement programs in math and social studies, a variety of lab-based science classes, and college level dual enrollment course work. Among the intangible benefits of Lawton High School is the sense of pride that pervades the district and the school. Through a strong PBIS initiative, students show that pride by being responsible and respectful in the academic area, on the playing field, and in the community. Students from Lawton High School have been admitted to the ivy league as well as a number of local and state colleges and we are proud to have a dozen Lawton High School graduates among our district's teaching staff.

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.

Lawton High School's mission includes making students college and career ready. Among the values demonstrated each day and emphasized in the building are responsibility, respect, and safety. The mission and vision statement, along with these core values are the basis for every decision regarding academics and school climate and lead to the district's mission of setting the bar in academic excellence.

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.

Among Lawton achievements in the past three years are expanding opportunities including Advanced Placement Classes, Lab-based science classes, and college enrollment. We are the largest participants in Van Buren County's ground breaking Early College Health Alliance. This year, Lawton High School won a Bronze Medallion from US News and World Report and ranked highest in Van Buren County and among the best in Southwest Michigan on our annual scorecard. The state's competitive Top to Bottom ranking list ranks Lawton High School at the 87th percentile.

Additionally, work at intervention, strong transitions, and credit recovery have led Lawton High School to have an extremely small achievement gap.

Lawton High School is a safe and orderly environment reflected not only in parent perception surveys but also in a continual reduction of disciplinary referrals.

Additional Information

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

Lawton Community Schools and Lawton High School demonstrate the pride that Lawton has in its community as well as its school. That pride can be seen not only among the crowds on the playing fields and gymnasiums but in the rigorous pursuit of excellence in the classroom. Lawton students are easy to spot as they are self-directed in making responsible and respectful decisions as they demonstrate their Blue Devil Pride!

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.

All parents and community members as well as staff and students are considered important stakeholders in the school improvement process. Inasmuch, they have several opportunities to participate and plan in school improvement. Included in these are evening parent meetings by student class (ex. junior parent meeting) as well as summer community meetings, in which all parents are welcomed to participate in the staff back to school data review and mission and vision activities (this is part of the annual meeting of all staff and ancillary participants); and specific parent meetings regarding athletics, financial aid, scheduling, and other timely processes. Additionally, the principal does two public presentations of the plan and invites community input and questions. All community meetings are announced through school messenger automated call system (as appropriate), email, social media, and US Postal service as appropriate and reasonable.

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

Stakeholder groups included parents and community members who participated in community meetings including those attended by all staff and the school board. They provided guidance on choices of goals, mission, and vision.

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

The improvement plan is placed on the website and referenced in all high school reports to the board and newsletter articles. Each report is a progress report as well as an informational report.

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?

The enrollment at Lawton High School has remained stable over the past three years. The number of students has increased slightly and subgroups have remained generally the same except for a continuing increase in students who are economically disadvantaged. Lawton High School has seen both an increase of School of Choice students from both 105 and 105C as well as a drop in resident students enrolled elsewhere.

Student Demographic Data

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

The high school has worked diligently to attend to attendance data over the past three years and continues to see a consistent attendance rate above 95%. Chronic absences continue to be a problem addressed at all schools in our district.

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?

Lawton High School has seen a significant decrease in discipline referrals, suspensions, and expulsions over the past several years.

Student Demographic Data

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

We continue to provide good mentors to incoming students as our enrollment increases as well addressing the needs of students living in poverty.

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 building leader has been in the district for more than ten years. This consistency has had a positive effect on 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?

While a number of teachers are newer to the district, they are supported by a strong new teacher induction system and assigned experienced mentors. We have not yet seen an effect on student achievement though we continue to monitor our student progress.

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?

Professional learning is chosen carefully. This year the administrative team has participated in a Research-Based Evaluation Process that has had a significant effect on quality instruction and may impact student achievement positively.

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?

Student achievement is always effected when a less qualified professional is in the classroom. The number of long term absences has been few and highly qualified substitutes have been used whenever possible. In one case, a retired teacher was brought in to provide support to upper level students during a teacher absence.

Teacher/School Leader(s) Demographic Data

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

We will continue to provide quality induction and support programs to counteract any negative impact of these demographics.

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?

While the standards showed similar results, Purpose and Direction stood out as strengths.

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?

Resources and Support Systems and Using Results for Continuous Improvement stood out as challenges. Our visit confirmed that using results for continuous improvement was a needed focus area.

12. How might these challenges impact student achievement?

Formative assessment and the use of data to adjust instruction will provide an important tool to improve student achievement.

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.

The school improvement plan and district improvement plan include plans to provide activities and professional development activities in which teachers use data to adjust instruction with appropriate training.

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?

The district compiles risk assessment sheets, but students are also monitored by PLC groups as well as through SOS referrals and the guidance department.

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

Students can participate in Summer School or after school credit recovery programs. Additionally, they can participate in math tutoring as well as the "SOS" program.

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

Students are identified through data examination as well as in monthly grade level and subject level collaborative teams. Parents are generally notified by phone.

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?

Teachers follow aligned pacing guides and post learning targets each day that are aligned to the standards. A daily walk through process checks for targets and alignment.

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.

No.

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

Reading scores have been consistent over the years including consistently meeting the benchmark for the ACT test in Reading. Reading interventions are available and students have dedicated sustained silent reading time as well as regular benchmark assessments.

19b. Reading- Challenges

High School schedules do not create appropriate times for reading interventions. The high school also wishes to adopt a greater list of close reading strategies.

19c. Reading- Trends

Reading has been consistent on standardized tests.

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 improvement plan includes provisions to explore professional development for teachers to gain subject specific close reading strategies to model in their classrooms.

20a. Writing- Strengths

Writing has improved greatly over the past three years -- particularly persuasive writing.

20b. Writing- Challenges

Students still struggle to write persuasively in different settings and student failures in the ELA department are often connected to writing.

20c. Writing- Trends

Writing has shown improvement over the past years and while the 2015 ACT score showed a drop from the previous year, it showed an improvement for that cohort. We will continue to seek opportunities for students to practice writing for a variety of purposes.

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.

We continue to strive to take a consistent yet subject area appropriate approach to writing and incorporate it into instruction. We are investigating the unique nature of the new SAT writing and how to best prepare our students to write for this purpose.

21a. Math- Strengths

The 2015-2016 Enrollment data shows an increase in enrollment in pre-calculus for the first time in several years. That continued into 2016-2017. Additionally, Calculus will be offered based on need in 2016-2017. The number of failures in math classes went down from 69 to 28 and the use of extended learning opportunities during the school day (math lab) went up exponentially.

21b. Math- Challenges

Students continue to face the highest failure rate in the area of mathematics.

21c. Math- Trends

In cooperation with the middle school, the math department has changed the math trajectory no longer includes all of Algebra for all students in eighth grade. It is hoped that delaying Algebra until 9th grade for some students will prevent early failures and a lack of confidence. Additionally, power standards have been established for Algebra I

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 continues to be an area of challenge. We continue to strive to have students pursue higher mathematics and to build student confidence and achievement in the area of math. An additional area of the school improvement plan, specifically aimed at mathematics has been added.

22a. Science- Strengths

Lawton High School has been a leader in inquiry based science and provides a rigorous curriculum with a focus on lab experiences.

22b. Science- Challenges

Science has seen some teacher change in the past year. However, scores have remained high.

22c. Science- Trends

Students continue to show improvement and thrive in an increasingly rigorous curriculum.

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.

Our district improvement plan provides opportunities for induction and training programs for new teachers.

23a. Social Studies- Strengths

Students continue to place higher than neighboring districts on standardized social studies exams. We have seen a sharp rise in enrollment in advance social studies course work including a doubling of enrollees in AP World History.

23b. Social Studies- Challenges

All reading challenges must be addressed before students excel in the area of social studies. While we have common assessments in this area, these are next to be revised.

23c. Social Studies- Trends

Social studies is an area of success and with staff turnover, we wish to continue meeting these high standards.

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.

NA

Perception Data

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

24a. Student Perception Data

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

Students note that their school provides clean and appropriate facilities and that the school has high academic expectations.

24b. Student Perception Data

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

Students express a need for teachers to adjust their teaching to student needs.

24c. Student Perception Data

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

This year's professional development is based on formative assessment and differentiation.

25a. Parent/Guardian Perception Data

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

Parents are pleased with shared expectations, a safe learning environment, and a shared purpose.

25b. Parent/Guardian Perception Data

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

Parents suggest that they need greater student supports as well as more individualized instruction.

25c. Parent/Guardian Perception Data

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

Better communication with parents as we meet these initiatives through formative assessment and differentiation will be crucial. The district is focusing on two way communication through this year.

26a. Teacher/Staff Perception Data

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

Staff list new teacher induction programs as well as facilities as positive factors about their school.

26b. Teacher/Staff Perception Data

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

Teachers list professional learning as well as family involvement as areas for improvement.

26c. Teacher/Staff Perception Data

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

A district wide goal has been formed as this is a common area among buildings.

27a. Stakeholder/Community Perception Data

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

Community members note that our facilities are a point of pride.

27b. Stakeholder/Community Perception Data

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

Community members would like to see additional staff to meet student needs.

27c. Stakeholder/Community Perception Data

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

District wide communication goals are hoped to increase this satisfaction.

Summary

28a. Summary

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

Our strengths include our facilities and our expectations. We continue to need to work to meet the needs of all learners and to provide a two way communication system with our community.

28b. Summary

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

Meeting these challenges by increasing communication as well as working toward goals in formative assessment and differentiation will improve student achievement.

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?

These goals will be met through both district and building initiatives. Since some, communication and differentiation, are district wide challenges, we will work together to meet them at the district level.

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.	No	Lawton High School is a 9-12 school.	

Label	Assurance	Response	Comment	Attachment
2.	Our school published a fully compliant annual report. (The Annual Education Report (AER) satisfies this). If yes, please provide a link to the report in the box below.	Yes	http://www.lawtoncs.org/Our_District/Annual_Reports.html	

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	Chris Rice, Superintendent 101 Primary Way Lawton, MI 49065 269-624-7901	

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.	No	This is not a Title I School.	

Label	Assurance	Response	Comment	Attachment
9.	The School has additional information necessary to support your improvement plan (optional).	No		

Lawton High School 2016-2017 School Improvement Plan

Overview

Plan Name

Lawton High School 2016-2017 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	School Climate	Objectives: 1 Strategies: 1 Activities: 1	Organizational	$0
2	Reading and Writing	Objectives: 1 Strategies: 1 Activities: 1	Academic	$100
3	Mathematics	Objectives: 1 Strategies: 1 Activities: 1	Academic	$360

Goal 1: School Climate

Measurable Objective 1:

collaborate to reduce the number of student behavior referrals for the months with high trends of referrals: November, January, and March by at least 10% by 05/04/2017 as measured by number of referrals per month in targeted months as compared to previous years.

Strategy 1:

shortened incentive periods - Long term incentives will be offered with shorter periods to build success during high incidence times. The high school staff will coordinate with the middle school staff to assist in determining incentives and incentive periods.

Category: School Culture

Tier: Tier 1

Activity - November Incentive Day	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
An additional incentive day will be offered to enhance positive behavior for Tier 1 students during the month of November	Behavioral Support Program	Tier 1	Monitor	09/06/2016	12/02/2016	$0	Other	Tammy Wilson; School Climate Committee

Goal 2: Reading and Writing

Measurable Objective 1:

A 80% increase of Eighth, Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency in grade level CCSS in English Language Arts by 05/04/2017 as measured by Screening measures such as STAR as well as standardized tests and grade level exams.

Strategy 1:

Sustained Silent Reading - Students will use activities from englishforeveryone.org as additional practice and monitoring of reading and writing skills as part of the sustained silent reading program.

Category: Career and College Ready

Tier: Tier 1

Activity - Sustained Silent Reading	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Students will begin using activities from Englishforeveryone.org during achievement hour to monitor sustained silent reading activities.	Academic Support Program	Tier 1	Getting Ready	11/21/2016	06/09/2017	$100	General Fund	Reading and writing committees

Goal 3: Mathematics

Measurable Objective 1:

A 10% increase of Eighth, Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency in identified power standards in Mathematics by 06/09/2017 as measured by class grades, final exams, and standardized assessment benchmarks.

Strategy 1:

Power Standards - Teachers will identify and implement power standards in Math Classrooms to ensure full alignment to the most important benchmarks of career and

college readiness.

Category: Other - Curriculum Alignment

Tier: Tier 1

Activity - Power Standards	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will learn the process of selecting and implementing instruction including formative assessment and power standards.	Professional Learning	Tier 1	Getting Ready	07/01/2016	11/18/2016	$360	General Fund	Math Department; Curriculum Director

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Power Standards	Teachers will learn the process of selecting and implementing instruction including formative assessment and power standards.	Professional Learning	Tier 1	Getting Ready	07/01/2016	11/18/2016	$360	Math Department; Curriculum Director
Sustained Silent Reading	Students will begin using activities from Englishforeveryone.org during achievement hour to monitor sustained silent reading activities.	Academic Support Program	Tier 1	Getting Ready	11/21/2016	06/09/2017	$100	Reading and writing committees

Other

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
November Incentive Day	An additional incentive day will be offered to enhance positive behavior for Tier 1 students during the month of November	Behavioral Support Program	Tier 1	Monitor	09/06/2016	12/02/2016	$0	Tammy Wilson; School Climate Committee