

LCHS 2019-2020 School Improvement Plan

Center for Innovation
Lapeer Community Schools

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Overview

Plan Name

LCHS 2019-2020 School Improvement Plan

Plan Description

2019-2020

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 LCHS students will increase proficiency in reading	Objectives: 1 Strategies: 4 Activities: 8	Academic	\$0
2	All LCHS students will be proficient in mathematics	Objectives: 1 Strategies: 4 Activities: 7	Academic	\$0
3	All LCHS students will be proficient in their writing	Objectives: 1 Strategies: 2 Activities: 2	Academic	\$0
4	All LCHS students will be proficient in using virtual curriculum in seated lab classroom	Objectives: 1 Strategies: 3 Activities: 4	Academic	\$0
5	All LCHS students will display successful with attendance, behavior, and academic progress	Objectives: 1 Strategies: 1 Activities: 3	Academic	\$0
6	All LCHS students will be assigned adult advocates to students at risk of dropout through attendance, behavior, or academic progress.	Objectives: 1 Strategies: 2 Activities: 5	Academic	\$0
7	All LCS students will be career and college ready by graduation	Objectives: 1 Strategies: 3 Activities: 4	Academic	\$0

Goal 1: All LCCHS students will increase proficiency in reading

Measurable Objective 1:

100% of All Students will demonstrate a proficiency in reading by completing virtual courses related to in Reading by 06/15/2018 as measured by Pre and Post Assessment and course completion.

Strategy 1:

Differentiated Instruction - Teachers and mentors will work with individual students, groups of students, and whole class instruction to support students while working in virtual english language arts classes focusing on students needs and strengths. Teachers will differentiate instruction based on needs, interests, and areas of strengths to support students.

Category: English/Language Arts

Research Cited: IES National Center for Education Evaluation and Regional Assistance, U.S. Department of Education – Turning Around Chronically Low-Performing Schools, IES Practice Guide, September 2008

Response to Intervention (RTI): What Teachers of Reading Need to Know

Authors, Eric M. Mesmer, Heidi Anne E. Mesmer First published: 1 December 2008

Learning by Doing: A Handbook for Professional Learning Communities at WorkTM, Third Edition (A Practical Guide to Action for PLC Teams and Leadership) 3rd Edition by Richard DuFour (Author), Rebecca DuFour (Author), Robert Eaker (Author), Thomas W. Many (Author), Mike Mattos (Author)

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Erik W. Black Megan Presto

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Differentiating Instruction in Response to Student Readiness, Interest, and Learning Profile in Academically Diverse Classrooms: A Review of Literature

Carol Ann Tomlinson, Catherine Brighton, Holly Hertberg, First Published December 1, 2003

Tier: Tier 1

Activity - Pre assessment data collection	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will gather data on students, both academic and social data to gain a better understanding of individual students to better meet their individual needs.	Curriculum Development, Teacher Collaboration	Tier 1	Monitor	09/03/2018	06/14/2019	\$0	Section 31a	All staff including teachers, support staff, and administration.
Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will work to identify best practice strategies to utilize virtual providers to best support all learners.	Professional Learning	Tier 1		09/03/2018	06/14/2019	\$0	Section 31a	Certified teaching staff

Strategy 2:

Collaboration - Teachers will meet weekly to answer the four questions of a PLC.

Category: Learning Support Systems

Research Cited: Response to Intervention (RTI): What Teachers of Reading Need to Know

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Tier: Tier 1

Activity - Creating Essentials	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will collaborate to identify essentials for each course being taught to ensure student learning and be able to track to progress of students.	Behavioral Support Program, Professional Learning, Academic Support Program	Tier 1	Implement	09/03/2018	06/14/2019	\$0	Section 31a	Certified teachers and administration
Activity - Rtl Groupings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will work to identify areas where students need additional support using collaboration time and essentials to create and pull groups of students during the course of the day. Groups will be monitored and adjusted as needed to ensure student success.	Academic Support Program	Tier 3	Monitor	09/03/2018	06/14/2019	\$0	Section 31a	Certified teachers and professional staff members

Strategy 3:

Student Advocate Support - Mentors will work to support students through consistent communication with students on pace, academic progress, and objective mastery.

Category: Learning Support Systems

Research Cited: IES National Center for Education Evaluation and Regional Assistance, U.S. Department of Education - Secondary School Dropout Prevention, IES Practice Guide, September 2008

IES National Center for Education Evaluation and Regional Assistance, U.S. Department of Education – Turning Around Chronically Low-Performing Schools, IES Practice Guide, September 2008

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Tier: Tier 2

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Activity - Advocate Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Mentors will work to support students by providing weekly updates on the progress students are making in all academic areas to ensure students success.	Behavioral Support Program, Academic Support Program, Direct Instruction	Tier 2		09/03/2018	06/14/2019	\$0	Section 31a	Teaching staff/mentors and administration
Activity - Advocate Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Advocates will work to identify the best practices in supporting online learners through building quality relationships and frequent communication	Professional Learning	Tier 1		09/03/2018	06/14/2019	\$0	Section 31a	Certified teaching staff and administration
Activity - Monthly Progress Reports	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Advocates will communicate through progress reports to students and parents on the progress students are making toward completion of classes.	Behavioral Support Program, Academic Support Program	Tier 1		09/03/2018	06/14/2019	\$0	Section 31a	Certified teaching and professional staff serving as mentors.

Strategy 4:

High-Quality Instruction that is Learner-Centered (Quality Instruction 2.1-2.2) - Teachers will foster Student Engagement Through Quality Instruction and Deeper Learning Experiences and ensure that all students receive individualized instruction and feedback based on assessment data, both formative and summative. Training on the effectiveness of increased student engagement in relation to effectively being facilitators of student-centered learning as evidenced by walk-through documentation and lesson plans aligned to the Danielson Model. Training, to include coaching, will be provided on student-centered learning formats for instruction, such as essential practices in literacy, workshop model components, Cooperative Learning/Kagan Strategies, differentiation and feedback based on assessment data.

Category: English/Language Arts

Research Cited: Dotson, M., J. Cooperative Learning Structures Can Increase Student Achievement. San Clemente, CA: Kagan Publishing. Kagan Online Magazine, Winter 2001. www.KaganOnline.com

Weimer, Maryellen. (2013). Learner-Centered Teaching. San Francisco, CA: Jossey-Bass.

Danielson, Charlotte. (2013). The Framework for Teaching. Princeton, NJ: The Danielson Group.

Allington, R. & Johnston, P. H. (2002). Reading to learn: Lessons from exemplary fourth-grade classrooms. New York: Guilford.

Buffam, A., et al. (2008). The collaborative administrator: Working together as a professional learning community. Bloomington IN: Solution-Tree. Erkens, C., et al. (2008).

Gross, B., Booker, T. K., & Goldhaber, D. (2009, June). Boosting student achievement: The effect of comprehensive school reform on student achievement. Educational Evaluation and Policy Analysis, 31(2), 111-126.

L.M. Pinkus, ed., Meaningful measurement: The role of assessments in improving high school education in the 21st century (Washington, DC: Alliance for Excellent Education, 2009).

Reeves, D. (2010). Transforming professional learning into student results. Alexandria: Association for Supervision and Curriculum Development (ASCD).

Hewitt, C., Niego, J., & Van Ryn, S. (1996). Improving Low Reading Skills Through the Use of Reader's Workshop. Saint Xavier.

Pinnell, G. S. & Fountas, I. (2008). When readers struggle: Teaching that works. Portsmouth, NH: Heinemann.

Burns, M. & Gibbons, K. (2012). Implementing response-to-intervention in elementary and secondary schools: Procedures to assure scientific-based practices. New York, NY: Routledge

Tier: Tier 1

Activity - Literacy Essentials and Instructional Practices	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will receive training on the literacy essential instructional practices (conferences, building and district professional development, labs, lesson studies, instructional rounds, and coaching). A focus will be placed on implementing small group and individualized instruction, using a variety of grouping strategies. Staff will provide students with opportunities for reading across the curriculum outside of the daily workshop and ELA instruction to include informational reading in other content areas aligned to the common core. This will also include materials necessary to implement this activity,	Direct Instruction	Tier 1	Implement	09/02/2019	06/30/2020	\$0	Section 31a	All certified teachers and administrators

Goal 2: All LCHS students will be proficient in mathematics

Measurable Objective 1:

100% of All Students will demonstrate a proficiency in Mathematics by 06/15/2018 as measured by through completion in high school content areas while increasing the number of credits eared moving towards graduation.

Strategy 1:

Differentiated Instruction - Staff will work to differentiate instruction for students through both student interest and ability to ensure student success in all mathematics areas.

Category: Mathematics

Research Cited: IES National Center for Education Evaluation and Regional Assistance, U.S. Department of Education – Turning Around Chronically Low-Performing Schools, IES Practice Guide, September 2008

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Response to Intervention (RTI): What Teachers of Reading Need to Know

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Tier: Tier 1

Activity - Student Progress Monitoring Through Formative/Summative Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be trained in utilizing formative and summative assessment data to improve student achievement. Teachers will learn effective use of data to inform instruction	Professional Learning	Tier 1		09/03/2018	06/14/2019	\$0	Title II Part A	Department of Instruction, building administration, teacher leaders
Activity - Pre Assessment data collection	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will collect student data on pre-assessments to determine student levels of understanding to assist in the planning of quality instruction to support students.	Academic Support Program	Tier 1		09/03/2018	06/14/2019	\$0	Section 31a	Certified teaching staff and administration
Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will work to determine how to best support students taking online virtual classes in the areas of mathematics to ensure students success. Professional development will be focused on not only math content and support but also in the areas of best practices of supporting online learners.	Professional Learning	Tier 1		09/03/2018	06/14/2019	\$0	Section 31a	Certified teaching staff and administration

Strategy 2:

Collaboration - Staff will work collaboratively on a weekly basis to identify best practices to support student learning as well as answer the for question of a PLC to support student learning.

Category: Learning Support Systems

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Tier: Tier 2

Activity - Student Progress Monitoring Through Formative/Summative Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use a variety of formative and summative assessments (including technology based) and participate in PD on analysis of data to identify students in need of intervention and differentiation in mathematics.	Technology , Academic Support Program	Tier 2		09/03/2018	06/14/2019	\$0	Title II Part A	All certified teachers and administrators
Activity - Rtl groupings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students struggling in math will be grouped according to areas where they need support and Rtl groups will be created to support these students.	Technology , Academic Support Program	Tier 3		09/03/2018	06/14/2019	\$0	General Fund	LCHS teachers and support staff

Strategy 3:

Advocate Support and Training - Advocates will be tanning on how to build quality relationships combined with academic support systems to better assist students in being successful using virtual curriculum to regain credits and move toward graduation.

Category: Learning Support Systems

Research Cited: IES National Center for Education Evaluation and Regional Assistance, U.S. Department of Education - Secondary School Dropout Prevention, IES Practice Guide, September 2008

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Tier: Tier 1

Activity - Mentor Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will utilize ongoing progress reports to communicate progress in regards to pace, academic performance, and objective mastery.	Academic Support Program	Tier 1	Implement	09/03/2018	06/14/2019	\$0	Section 31a	Certified teaching staff and administration

Strategy 4:

High-Quality Instruction that is Learner-Centered (Quality Instruction 2.1-2.2) - High-Quality Instruction that is Learner-Centered (Quality Instruction 2.1-2.2) - Teachers will foster Student Engagement Through Quality Instruction and Deeper Learning Experiences and ensure that all students receive individualized instruction and feedback based on assessment data, both formative and summative. Students will be cognitively engaged in instruction using high-quality questioning, discussion, and Cooperative Learning techniques. Activities and assignments will support the exploration of the content and purpose of the lesson. Staff will teach problem-solving strategies and higher-order thinking concepts through the delivery of differentiated mathematics lessons. Staff will assist students in monitoring and reflecting on applying mathematical practices. Staff will expose students to multiple problem-solving strategies, including using visual representations in their work. Training, to include coaching, will be provided on student centered learning formats for instruction

(Launch, Explore, Summarize and/or 5 E’s models in math instruction/workshop models, and Kagan Strategies) and differentiation and feedback based on assessment data.

Category: Mathematics

Research Cited: Common Core Standards Initiative. (2019.) Standards for Mathematical Practice. <http://www.corestandards.org/Math/Practice/>

What Works Clearinghouse. Assisting Students Struggling with Mathematics: Response to Intervention (Rtl) for Elementary and

Middle Schools. (2009). IES: <https://ies.ed.gov/ncee/wwc/PracticeGuide/2>

Sweeney, Diane. (2018). Leading Student-Centered Coaching. Thousand Oaks, CA: Corwin. (p.60)

Costa, Arthur L. and Garmston, Robert J. (2014). Cognitive Coaching. Thinking Collaborative, CA State University, Sacramento, CA. (Cognitive Coaching, www.thinkingcollaborative.com)

DuFour, R., et al (2010).

Tier: Tier 1

Activity - Facilitate student-centered learning aligned to the Danielson Framework	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will effectively be facilitators of student-centered learning through Danielson training, instructional rounds, labs and evidence-based instructional practices (to include formative assessment and feedback, student self-evaluation, questioning, and discussion)	Professional Learning, Technology	Tier 1	Implement	08/28/2019	06/30/2020	\$0	Section 31a	Department of Instruction, K-12 Leadership Team, Department Chairs, Learning Coaches, Teachers

Goal 3: All LCHS students will be proficient in their writing

Measurable Objective 1:

85% of Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in writing in Writing by 06/30/2022 as measured by state assessments with annual increases according to "Annual Measurable Objectives" as determined by the State.

Strategy 1:

Student Engagement Through Quality Instruction - Teachers will be trained in best practices for writing instruction across the curriculum and incorporate these practices into their classrooms. These practices shall incorporate student engagement strategies.

Category:

Tier: Tier 1

Activity - Pullout Small Group Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will pull small groups from the greater Ombudsman group for specific instruction in writing surrounding difficult concepts. They will utilize workshop and other specific strategies to engage students at a deeper level in the content.	Academic Support Program, Direct Instruction	Tier 3		09/08/2015	06/29/2018	\$0	General Fund	Certified teachers
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Strategy 2:

Differentiation to Support Student Learning - Staff will use progress monitoring data, classroom observations, and essentials to identify individual student needs.

Category:

Tier: Tier 2

Activity - Progress Monitoring through Formative / Summative Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will analyze writing data throughout the course of the year to monitor student progress and ensure those students who are struggling receive additional support to meet individual needs. Teachers will plan differentiated instruction to support all tiers of instruction.	Academic Support Program	Tier 2		09/02/2015	06/29/2018	\$0	Title II Part A	All certified staff and administrators

Goal 4: All LCCHS students will be proficient in using virtual curriculum in seated lab classroom

Measurable Objective 1:

100% of All Students will improve graduation rate using virtual curriculum and increasing their received credits in Practical Living by 06/15/2018 as measured by An increase in credits from previous years working toward graduation .

Strategy 1:

Differentiated quality instruction - Teachers will work within all content areas to support students through group pull out sessions focusing on essentials and KUD

Category: Career and College Ready

Research Cited: IES National Center for Education Evaluation and Regional Assistance, U.S. Department of Education – Turning Around Chronically Low-Performing Schools, IES Practice Guide, September 2008

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Tier: Tier 1

Activity - Collaboration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teams of teachers will work to identify essentials/KUD	Professional Learning	Tier 1		09/03/2018	06/14/2019	\$0	Section 31a	All certified staff and administration

Strategy 2:

Rtl/Small group pull out sessions - Teachers will pull small groups of students out to support in all content areas based on their areas of need using objective mastery, essentials, and or KUDs

Category: Learning Support Systems

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Tier: Tier 2

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Activity - Rtl	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will pull out small groups of students based on their objective mastery, essentials, and or KUDs	Academic Support Program	Tier 2	Implement	09/03/2018	06/14/2019	\$0	Section 31a	All certified teaching staff.

Strategy 3:

Advocate Support - Advocates will work to build quality relationships with students to support in all areas through grades, pace, and objective mastery

Category: Learning Support Systems

Research Cited: IES National Center for Education Evaluation and Regional Assistance, U.S. Department of Education - Secondary School Dropout Prevention, IES Practice Guide, September 2008

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Tier: Tier 1

Activity - Advocate Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Advocates will work to support the academic and social needs of students across all content areas.	Behavioral Support Program, Direct Instruction	Tier 1		09/03/2018	06/14/2019	\$0	Section 31a	All certified staff and mentors

Activity - Advocate progress reports	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Advocates will send home progress reports to families regarding the pace, performance, and objective mastery	Professional Learning, Academic Support Program	Tier 1		09/03/2018	06/14/2019	\$0	Section 31a	Student advocates and certified teaching staff
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Goal 5: All LCCHS students will display successful with attendance, behavior, and academic progress

Measurable Objective 1:

100% of All Students will increase student growth in attendance, behavior, and academic progress in Practical Living by 06/15/2018 as measured by student data in the areas of attendance, behavior, and academic progress.

Strategy 1:

Monitor the progress of all students and proactively intervene when students show early signs of attendance, behavior, or academic problems. - Teachers and staff will meet with students weekly to identify student progress in the areas of attendance, behavior, and academic progress.

Category: Career and College Ready

Research Cited: IES National Center for Education Evaluation and Regional Assistance, U.S. Department of Education - Secondary School Dropout Prevention, IES Practice Guide, September 2008

Tier: Tier 1

Activity - Data Collection	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Organize and analyze data to identify students who miss school, have behavior problems, or are struggling in their courses.	Career Preparation /Orientation, Behavioral Support Program, Academic Support Program	Tier 1	Monitor	09/03/2018	06/14/2019	\$0	No Funding Required	All professional staff

Activity - Student Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Intervene with students who show early signs of falling off track.	Career Preparation /Orientation , Behavioral Support Program, Academic Support Program	Tier 2		09/03/2018	06/14/2019	\$0	Section 31a	All professional staff
Activity - Student Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
If data show high rates of absenteeism, low academic progress, or continued behavior problems, take steps to help students, parents, and school staff understand the importance of attending school daily.	Career Preparation /Orientation , Behavioral Support Program, Academic Support Program	Tier 3		09/03/2018	06/14/2019	\$0	Section 31a	All professional staff

Goal 6: All LCHS students will be assigned adult advocates to students at risk of dropout through attendance, behavior, or academic progress.

Measurable Objective 1:

100% of All Students will improve graduation rate through the monitoring of students showing signs of dropping out in Practical Living by 06/14/2019 as measured by weekly student and advocate meetings as well as weekly staff meeting.

Strategy 1:

Student advocates - Students will be assigned advocates who will monitor student progress in all areas including academic, behavior, and attendance.

Category: School Culture

Research Cited: IES National Center for Education Evaluation and Regional Assistance, U.S. Department of Education - Secondary School Dropout Prevention, IES Practice Guide, September 2008

Tier: Tier 1

Activity - Data Collection	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Use data to identify current and incoming students with histories of academic, truancy, behavior problem, or credit deficient.	Career Preparation /Orientation , Behavioral Support Program, Academic Support Program	Tier 1		09/03/2018	06/14/2019	\$0	No Funding Required	Student advocates/ Professional staff
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Activity - Parent Communication	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Weekly reports will be sent home with students to ensure families and students are aware of of academic progress, attendance, and behavior issues.	Career Preparation /Orientation , Community Engagement, Behavioral Support Program, Academic Support Program	Tier 2		09/03/2018	06/14/2019	\$0	No Funding Required	Student advocates/ Professional Staff

Activity - Assigning Students	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Weekly student advocates will meet with students and assign them to varied rooms based on their academic progress, behavior, and attendance.	Career Preparation /Orientation , Behavioral Support Program, Academic Support Program	Tier 2		09/03/2018	06/14/2019	\$0	No Funding Required	Student advocates/ Professional staff

Activity - Parent and Community Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Center for Innovation

Students displaying continued low academic progress, poor attendance, or continued behavior issues parent meetings including community organizations will take place to share progress and supports to turn student around.	Career Preparation /Orientation , Community Engagem ent, Behavioral Support Program, Academic Support Program	Tier 3	Implement	06/14/2019	06/14/2019	\$0	No Funding Required	Student advocates/ Professional staff
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Strategy 2:

Drop Out Prevention Coordinator - The Drop Out Prevention Coordinator will work with all students, as well as targeted students to support them in the goal of exiting LCCHS graduated and college or career ready. The work of the Coordinator will be through directly working with students as well as parent phone calls and meetings.

Category: Career and College Ready

Research Cited: IES National Center for Education Evaluation and Regional Assistance, U.S. Department of Education - Secondary School Dropout Prevention, IES Practice Guide, September 2008

Tier: Tier 1

Activity - Drop Out Prevention Coordinator - Advocates	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Work with individual students to ensure students are working toward graduation and college and career readiness.	Career Preparation /Orientation , Behavioral Support Program, Academic Support Program	Tier 1		08/28/2019	06/30/2020	\$0	School Improvement Grant (SIG)	Building Administration and Drop Out Prevention Coordinator

Goal 7: All LCS students will be career and college ready by graduation

Measurable Objective 1:

85% of All Students will achieve college and career readiness when they graduate from high-school in Career & Technical by 06/30/2020 as measured by The number of students graduating that are college and career ready through FASA and career work .

Strategy 1:

Opportunities for meaningful steps toward post-secondary careers for High School Students - Opportunities for meaningful steps toward post-secondary careers for High School Students (Quality Curriculum 1.2) - Teachers will provide opportunities for students to explore options, create plans and complete steps toward college and career pathways they wish to pursue. Strategies and supports will be provided to ensure high school completion and post-secondary experiences by classroom teachers and drop-out prevention coordinators.

Category: Career and College Ready

Research Cited: What Works Clearinghouse. (2009). Helping Students Navigate the Path to College: What High Schools Can Do. IES:

<https://ies.ed.gov/ncee/wwc/PracticeGuide/11>

What Works Clearinghouse. (2008). Preventing Drop-Out in Secondary Schools. IES: <https://ies.ed.gov/ncee/wwc/PracticeGuide/24>

Tier: Tier 1

Activity - Support For High School Seniors to complete FAFSA	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
FAFSA nights and counselor support to enable students and parents to navigate FAFSA completion	Career Preparation /Orientation	Tier 1	Implement	09/02/2019	06/30/2020	\$0	General Fund	Counselors, Secondary Principals, Dropout Prevention Coordinator

Strategy 2:

Foster active, direct, hands-on learning that enhances employability - Foster active, direct, hands-on learning that enhances employability - Develop and implement a plan that fosters active, direct, hands-on learning that enhances employability (Career and Job/Marshall Plan Requirements for SIPs, Revised School Code Section 1280.377)

Category: Career and College Ready

Research Cited: What Works Clearinghouse. (2009). Helping Students Navigate the Path to College: What High Schools Can Do. IES:

<https://ies.ed.gov/ncee/wwc/PracticeGuide/11>

Tier: Tier 1

Activity - Exposure to Career Informational Resources in k-12.	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Exposure to a variety of age-appropriate career informational resources in grades k-12. Including 1 or more experiences in a field of student interest/aptitude with follow-up/reflection AND Opportunities to discuss career interests, options and preparations with a knowledgeable adult. In K-6 the focus is on career zones and in 7-12 on career clusters.	Career Preparation /Orientation	Tier 1	Implement	09/02/2019	06/30/2020	\$0	General Fund	Teachers, Administrators, Dropout Prevention Coordinator

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Center for Innovation

Activity - Work-based learning activities, grades 6-12	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Programs to provide work-based learning activities in grades 6-12 that ensure connections with workers/experts in a variety of fields, including Instruction that ensures every student in grade 12 knows how to develop and use a resume, letter of reference, a school record and talent portfolio (Portfolio contents: experiences, proficiencies, certifications, accomplishments for demonstrating talent/marketable skills); Opportunity for every student in grade 7 to develop an educational development plan; Review/Revision of the EDP in grade 8 and beyond as appropriate under the supervision of counselor or designee; use of the EDP in career goals and CTE options; and opportunities to examine the information of various types of careers and careers specific to interest during EDP development.	Career Preparation /Orientation	Tier 1	Implement	09/02/2019	06/30/2020	\$0	General Fund	Teachers, Administrators,

Strategy 3:

Supportive, Productive School Climates that foster connections with students and families - Supportive, Productive School Climates that foster connections with students and families - Training and implementation on strategies and practices such as Restorative Practices and PBIS to promote inclusive environments, supportive school discipline, personal responsibility and positive school climates for students and families, in order to keep students connected and engaged in school.

Development implementation of parent and family engagement plans in every building.

Category: School Culture

Research Cited: What Works Clearinghouse. (2008). Reducing Behavior Problems in the Elementary School Classroom. IES:

<https://ies.ed.gov/ncee/wwc/PracticeGuide/4#tab-details>

Tier: Tier 1

Activity - Positive Behavioral Practices and Supports	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff training on Supportive School Climates: Restorative Practices and PBIS practices in order to promote positive school climates, enhance PBIS initiatives and promote supportive school discipline.	Behavioral Support Program, Professional Learning, Supplemental Materials, Parent Involvement	Tier 1	Implement	09/02/2019	06/30/2020	\$0	Title IV Part A	Principals, Teachers,

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
Support For High School Seniors to complete FAFSA	FAFSA nights and counselor support to enable students and parents to navigate FAFSA completion	Career Preparation /Orientation	Tier 1	Implement	09/02/2019	06/30/2020	\$0	Counselors , Secondary Principals, Dropout Prevention Coordinator
Exposure to Career Informational Resources in k-12.	Exposure to a variety of age-appropriate career informational resources in grades k-12. Including 1 or more experiences in a field of student interest/aptitude with follow-up/reflection AND Opportunities to discuss career interests, options and preparations with a knowledgeable adult. In K-6 the focus is on career zones and in 7-12 on career clusters.	Career Preparation /Orientation	Tier 1	Implement	09/02/2019	06/30/2020	\$0	Teachers, Administrators, Dropout Prevention Coordinator
Work-based learning activities, grades 6-12	Programs to provide work-based learning activities in grades 6-12 that ensure connections with workers/experts in a variety of fields, including Instruction that ensures every student in grade 12 knows how to develop and use a resume, letter of reference, a school record and talent portfolio (Portfolio contents: experiences, proficiencies, certifications, accomplishments for demonstrating talent/marketable skills); Opportunity for every student in grade 7 to develop an educational development plan; Review/Revision of the EDP in grade 8 and beyond as appropriate under the supervision of counselor or designee; use of the EDP in career goals and CTE options; and opportunities to examine the information of various types of careers and careers specific to interest during EDP development.	Career Preparation /Orientation	Tier 1	Implement	09/02/2019	06/30/2020	\$0	Teachers, Administrators,

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Center for Innovation

Rtl groupings	Students struggling in math will be grouped according to areas where they need support and Rtl groups will be created to support these students.	Technology , Academic Support Program	Tier 3		09/03/2018	06/14/2019	\$0	LCHS teachers and support staff
Pullout Small Group Instruction	Teachers will pull small groups from the greater Ombudsman group for specific instruction in writing surrounding difficult concepts. They will utilize workshop and other specific strategies to engage students at a deeper level in the content.	Academic Support Program, Direct Instruction	Tier 3		09/08/2015	06/29/2018	\$0	Certified teachers

School Improvement Grant (SIG)

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Drop Out Prevention Coordinator - Advocates	Work with individual students to ensure students are working toward graduation and college and career readiness.	Career Preparation /Orientation , Behavioral Support Program, Academic Support Program	Tier 1		08/28/2019	06/30/2020	\$0	Building Administration and Drop Out Prevention Coordinator

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Parent Communication	Weekly reports will be sent home with students to ensure families and students are aware of of academic progress, attendance, and behavior issues.	Career Preparation /Orientation , Community Engagement, Behavioral Support Program, Academic Support Program	Tier 2		09/03/2018	06/14/2019	\$0	Student advocates/ Professional Staff

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Center for Innovation

Data Collection	Use data to identify current and incoming students with histories of academic, truancy, behavior problem, or credit deficient.	Career Preparation /Orientation , Behavioral Support Program, Academic Support Program	Tier 1		09/03/2018	06/14/2019	\$0	Student advocates/ Professional staff
Parent and Community Support	Students displaying continued low academic progress, poor attendance, or continued behavior issues parent meetings including community organizations will take place to share progress and supports to turn student around.	Career Preparation /Orientation , Community Engagement, Behavioral Support Program, Academic Support Program	Tier 3	Implement	06/14/2019	06/14/2019	\$0	Student advocates/ Professional staff
Assigning Students	Weekly student advocates will meet with students and assign them to varied rooms based on their academic progress, behavior, and attendance.	Career Preparation /Orientation , Behavioral Support Program, Academic Support Program	Tier 2		09/03/2018	06/14/2019	\$0	Student advocates/ Professional staff
Data Collection	Organize and analyze data to identify students who miss school, have behavior problems, or are struggling in their courses.	Career Preparation /Orientation , Behavioral Support Program, Academic Support Program	Tier 1	Monitor	09/03/2018	06/14/2019	\$0	All professional staff

Section 31a

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

Advocate Training	Advocates will work to support the academic and social needs of students across all content areas.	Behavioral Support Program, Direct Instruction	Tier 1		09/03/2018	06/14/2019	\$0	All certified staff and mentors
Pre assessment data collection	Teachers will gather data on students, both academic and social data to gain a better understanding of individual students to better meet their individual needs.	Curriculum Development, Teacher Collaboration	Tier 1	Monitor	09/03/2018	06/14/2019	\$0	All staff including teachers, support staff, and administration.
Student Intervention	Intervene with students who show early signs of falling off track.	Career Preparation /Orientation, Behavioral Support Program, Academic Support Program	Tier 2		09/03/2018	06/14/2019	\$0	All professional staff
Facilitate student-centered learning aligned to the Danielson Framework	Teachers will effectively be facilitators of student-centered learning through Danielson training, instructional rounds, labs and evidence-based instructional practices (to include formative assessment and feedback, student self-evaluation, questioning, and discussion)	Professional Learning, Technology	Tier 1	Implement	08/28/2019	06/30/2020	\$0	Department of Instruction, K-12 Leadership Team, Department Chairs, Learning Coaches, Teachers
Monthly Progress Reports	Advocates will communicate through progress reports to students and parents on the progress students are making toward completion of classes.	Behavioral Support Program, Academic Support Program	Tier 1		09/03/2018	06/14/2019	\$0	Certified teaching and professional staff serving as mentors.
Advocate progress reports	Advocates will send home progress reports to families regarding the pace, performance, and objective mastery	Professional Learning, Academic Support Program	Tier 1		09/03/2018	06/14/2019	\$0	Student advocates and certified teaching staff

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Center for Innovation

RtI Groupings	Staff will work to identify areas where students need additional support using collaboration time and essentials to create and pull groups of students during the course of the day. Groups will be monitors and adjusted as needed to ensure student success.	Academic Support Program	Tier 3	Monitor	09/03/2018	06/14/2019	\$0	Certified teachers and professional staff members
Pre Assessment data collection	Staff will collect student data on pre-assessments to determine student levels of understanding to assist in the planning of quality instruction to support students.	Academic Support Program	Tier 1		09/03/2018	06/14/2019	\$0	Certified teaching staff and administration
Advocate Support	Mentors will work to support students by providing weekly updates on the progress students are making in all academic areas to ensure students success.	Behavioral Support Program, Academic Support Program, Direct Instruction	Tier 2		09/03/2018	06/14/2019	\$0	Teaching staff/mentors and administration
Mentor Support	Staff will utilize ongoing progress reports to communicate progress in regards to pace, academic performance, and objective mastery.	Academic Support Program	Tier 1	Implement	09/03/2018	06/14/2019	\$0	Certified teaching staff and administration
Collaboration	Teams of teachers will work to identify essentials/KUD	Professional Learning	Tier 1		09/03/2018	06/14/2019	\$0	All certified staff and administration
Creating Essentials	Teachers will collaborate to identify essentials for each course being taught to ensure student learning and be able to track to progress of students.	Behavioral Support Program, Professional Learning, Academic Support Program	Tier 1	Implement	09/03/2018	06/14/2019	\$0	Certified teachers and administration
Student Intervention	If data show high rates of absenteeism, low academic progress, or continued behavior problems, take steps to help students, parents, and school staff understand the importance of attending school daily.	Career Preparation /Orientation, Behavioral Support Program, Academic Support Program	Tier 3		09/03/2018	06/14/2019	\$0	All professional staff
Advocate Professional Development	Advocates will work to identify the best practices in supporting online learners through building quality relationships and frequent communication	Professional Learning	Tier 1		09/03/2018	06/14/2019	\$0	Certified teaching staff and administration

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Center for Innovation

Rtl	Teachers will pull out small groups of students based on their objective mastery, essentials, and or KUDs	Academic Support Program	Tier 2	Implement	09/03/2018	06/14/2019	\$0	All certified teaching staff.
Literacy Essentials and Instructional Practices	Staff will receive training on the literacy essential instructional practices (conferences, building and district professional development, labs, lesson studies, instructional rounds, and coaching). A focus will be placed on implementing small group and individualized instruction, using a variety of grouping strategies. Staff will provide students with opportunities for reading across the curriculum outside of the daily workshop and ELA instruction to include informational reading in other content areas aligned to the common core. This will also include materials necessary to implement this activity,	Direct Instruction	Tier 1	Implement	09/02/2019	06/30/2020	\$0	All certified teachers and administrators
Professional Development	Staff will work to determine how to best support students taking online virtual classes in the areas of mathematics to ensure students success. Professional development will be focused on not only math content and support but also in the areas of best practices of supporting online learners.	Professional Learning	Tier 1		09/03/2018	06/14/2019	\$0	Certified teaching staff and administration
Professional Development	Staff will work to identify best practice strategies to utilize virtual providers to best support all learners.	Professional Learning	Tier 1		09/03/2018	06/14/2019	\$0	Certified teaching staff

Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Student Progress Monitoring Through Formative/Summative Assessments	Teachers will be trained in utilizing formative and summative assessment data to improve student achievement. Teachers will learn effective use of data to inform instruction	Professional Learning	Tier 1		09/03/2018	06/14/2019	\$0	Department of Instruction, building administration, teacher leaders
Progress Monitoring through Formative / Summative Assessments	Staff will analyze writing data throughout the course of the year to monitor student progress and ensure those students who are struggling receive additional support to meet individual needs. Teachers will plan differentiated instruction to support all tiers of instruction.	Academic Support Program	Tier 2		09/02/2015	06/29/2018	\$0	All certified staff and administrators

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Student Progress Monitoring Through Formative/Summative Assessments	Teachers will use a variety of formative and summative assessments (including technology based) and participate in PD on analysis of data to identify students in need of intervention and differentiation in mathematics.	Technology , Academic Support Program	Tier 2		09/03/2018	06/14/2019	\$0	All certified teachers and administrators
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Title IV Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Positive Behavioral Practices and Supports	Staff training on Supportive School Climates: Restorative Practices and PBIS practices in order to promote positive school climates, enhance PBIS initiatives and promote supportive school discipline.	Behavioral Support Program, Professional Learning, Supplemental Materials, Parent Involvement	Tier 1	Implement	09/02/2019	06/30/2020	\$0	Principals, Teachers,