

School Improvement Plan 2018-19

Lakeview High School

Lakeview Public Schools (Macomb)

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Overview

Plan Name

School Improvement Plan 2018-19

Plan Description

SIP

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 Lakeview High School will become proficient in Reading. | Objectives: 2 Strategies: 5 Activities: 5 | Academic | \$9000 |
| 2 | All students at Lakeview High School will become proficient in Mathematics | Objectives: 4 Strategies: 6 Activities: 6 | Academic | \$4000 |
| 3 | All students at Lakeview High School will become proficient in Science (NGSS Standards Implementation). | Objectives: 1 Strategies: 2 Activities: 2 | Academic | \$3000 |
| 4 | All students at Lakeview High School will become proficient in Writing. | Objectives: 1 Strategies: 2 Activities: 2 | Academic | \$6000 |
| 5 | Identified ninth grade at risk students at Lakeview High School will participate in the district's model for Positive Behavior Intervention and Support. | Objectives: 1 Strategies: 1 Activities: 1 | Organizational | \$1500 |

Goal 1: All students at Lakeview High School will become proficient in Reading.

Measurable Objective 1:

72% of Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, 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 reading and comprehending complex texts. in English Language Arts by 06/15/2018 as measured by student performance on the SAT, PSAT, NWEA and SIP assessments. .

Strategy 1:

Direct Explanation - Staff will provide direct instruction that will improve student ability to monitor comprehension, improve metacognition, use graphic and semantic organizers, answering questions, generating questions, recognizing text structures, and summarizing.

Category: English/Language Arts

Research Cited: Research conducted by C.R. Adler in the book Put Reading First: The Research Building Blocks for Teaching Children to Read.

Tier: Tier 1

| Activity - Monitoring Comprehension | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------|--------|-----------|------------|------------|-------------------|-------------------|---|
| Teachers will instruct students in methods for monitoring their comprehension of texts. | Direct Instruction | Tier 1 | Implement | 09/09/2013 | 06/12/2019 | \$1500 | Section 31a | All Social Studies, Health and ELA teachers in the SIP Reading Committee. |

Strategy 2:

Application - Teachers will create SAT-style reading assessments that will require students to utilize various reading comprehension strategies.

Category: English/Language Arts

Research Cited: Put Reading First: The Research Building Blocks for Teaching Children to Read

Tier: Tier 1

| Activity - SIP Reading Assessments | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|------------------------------------|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
|------------------------------------|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|

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|---|----------------|--------|--|------------|------------|--------|-------------|--|
| Teachers will create SAT-style reading assessments that require students to make inferences, draw conclusions, analyze author's voice and purpose as well as order and sequence of events in order to correctly answer questions. | Implementation | Tier 1 | | 09/09/2013 | 06/12/2019 | \$2000 | Section 31a | Social Studies, Health, Art and ELA teachers in the SIP Reading Committee. |
|---|----------------|--------|--|------------|------------|--------|-------------|--|

Strategy 3:

Citing Textual Evidence - Teachers will instruct students how to identify textual evidence in SAT style passages that support an author's claim or statement.

Category:

Tier: Tier 1

| Activity - SAT Style Reading Practice | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|----------------|--------|-----------|------------|------------|-------------------|-------------------|--|
| Teachers will provide SAT style passages for students to read. Teachers will model how to identify evidence in the text that supports a claim or statement made in a question. | Implementation | Tier 1 | Implement | 09/08/2015 | 06/15/2018 | \$2500 | Section 31a | All teachers in the Reading SIP committee. |

Strategy 4:

Vocabulary - Teachers will choose and implement reading passages with challenging vocabulary that imposes the use of context clues .

Category:

Research Cited: Complex vocabulary is an obvious challenge that was identified by our staff after we evaluated the Sample PSAT results from the test administered March 3, 2015.

Tier: Tier 1

| Activity - Reading Passages with Challenging Vocabulary | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|----------------|--------|-----------|------------|------------|-------------------|-------------------|---|
| Teachers will choose reading texts with challenging vocabulary. The focus is for students to be exposed to words that appear in SAT style texts that they aren't using on an every day basis. While reading these challenging texts, teachers will model how to use context clues in the text to figure out the meaning of the word. | Implementation | Tier 1 | Implement | 09/08/2015 | 06/12/2019 | \$1200 | Section 31a | All teachers on the Reading SIP Committee (ELS, Health, Social Studies and Art) . |

Measurable Objective 2:

50% of Eleventh grade Bottom 30% students will demonstrate a proficiency in reading and comprehending complex texts. in English Language Arts by 06/15/2018 as measured by performance on NWEA, EPAS, and ACT/MME assessments..

Strategy 1:

Language! Program - Students will participate in a computer-based reading support program called Language! This program will provide students with opportunities to strengthen skills related to reading comprehension. Students are identified by their NWEA test scores in Reading.

Category:

Research Cited: Test scores and research from other schools that implement this program support the use of this strategy.

Tier: Tier 2

| Activity - Various | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------------|--------|---------|------------|------------|-------------------|-------------------|-------------------------------------|
| Students participate in the computer based Language! program. | Academic Support Program | Tier 2 | Monitor | 09/09/2013 | 06/12/2019 | \$1800 | Section 31a | Special Education and ELA teachers. |

Goal 2: All students at Lakeview High School will become proficient in Mathematics

Measurable Objective 1:

50% of Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, 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 number sense and problem solving in Mathematics by 06/12/2019 as measured by SAT, PSAT, NWEA, and SIP Assessments..

Strategy 1:

Elimination - Students will use the strategy of elimination to minimize obvious incorrect answers and distinguish which answer is the best choice for each problem.

Category: Mathematics

Research Cited: Our MME and ACT scores have increased dramatically since we've implemented this strategy. We believe that the same will apply for the SAT.

Tier: Tier 1

| Activity - SAT Warm-Ups | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|-------------------------|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
| | | | | | | | | |

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|---|--------------------|--------|-----------|------------|------------|-----|---------------------|--|
| Teachers will model how to use elimination with their students during warm-up activities with SAT-Style problems. | Direct Instruction | Tier 1 | Implement | 09/08/2015 | 06/12/2019 | \$0 | No Funding Required | All teachers in the School Improvement, Mathematics Committee. (All Math teachers and Industrial CTE teachers) |
|---|--------------------|--------|-----------|------------|------------|-----|---------------------|--|

Strategy 2:

Technology - Teachers will model how to use Graphing Calculator functions to solve various types of math problems throughout all math classes taught at Lakeview.

Category: Mathematics

Research Cited: Our MME and ACT scores have increased drastically since we've implemented this strategy. We believe the same will occur with SAT.

Tier: Tier 1

| Activity - TI Tips | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------|--------|-----------|------------|------------|-------------------|---------------------|--|
| Teachers will demonstrate how to use various calculator functions during instruction. Mathematics skills will be enhanced through the use of technology during instruction and while students solve problems. | Direct Instruction | Tier 1 | Implement | 09/08/2015 | 06/12/2019 | \$0 | No Funding Required | All teachers in the School Improvement Mathematics Committee. (Math Teachers only) |

Strategy 3:

Story Problems - Teachers will model how to solve story problems with their students. A method we've used and will continue to use is: Explore, Plan, Solve, and Check.

Category: Mathematics

Research Cited: Our MME and ACT results show that we have increased our scores drastically since implementing this strategy.

Tier: Tier 1

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| Activity - Word Problems | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------|--------|-----------|------------|------------|-------------------|-------------------|---|
| Teachers will use word problems in their every day instruction, homework assignments, and all assessments. | Direct Instruction | Tier 1 | Implement | 09/08/2015 | 06/12/2019 | \$2500 | Title I Part A | All teachers in the SI Mathematics Committee. (Math Teachers only) |

Measurable Objective 2:

45% of Bottom 30% students will demonstrate a proficiency number sense and problem solving in Mathematics by 06/12/2019 as measured by SAT, PSAT, NWEA, and SIP Assessments..

Strategy 1:

Math Lab - Students with lower NWEA, EXPLORE, and PSAT test scores will be placed in a Math Lab course where they will receive assistance on current math topics covered in their other math class, as well as remedial support based on test results and student needs.

Category: Mathematics

Research Cited: Our MME and ACT scores have increased since implementing this strategy. We have researched other schools who provide successful support classes as well.

Tier: Tier 2

| Activity - Math Lab Instruction | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--|--------|-----------|------------|------------|-------------------|-------------------------------------|--|
| Math Lab teachers will help build skills students are lacking based on NWEA and PSAT data. Teachers will also work to provide additional instruction on the skills and concepts taught during students other math classes. | Direct Instruction, Academic Support Program | Tier 2 | Implement | 09/08/2015 | 06/12/2019 | \$1500 | Title I Part A, No Funding Required | All Math teachers have at least 1 math lab class per year. |

Measurable Objective 3:

50% of Eleventh grade students will demonstrate a proficiency mathematic problems without the use of a calculator in Mathematics by 06/12/2019 as measured by PSAT and SAT scores on an annual basis.

Strategy 1:

Calculator Free Problem Solving - All students will practice solving math problems without the use of calculators in all math classes, during direct instruction, warm-ups and remediation.

Category: Mathematics

Research Cited: For the last 5 years our students have leaned heavily on graphing calculators for the State of Michigan college assessment, ACT. The new

assessment has an entire Math section that doesn't allow calculator use. I don't believe any research applies at this time.

Tier: Tier 1

| Activity - Problem solving W/O devices | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------|--------|-----------|------------|------------|-------------------|---------------------|---|
| All Math teachers, industrial CTE teachers, Business teachers, and Physical Education teachers will provide students with practice solving math problems W/O devices. Students will be exposed to a variety of problems that will require them to solve without the use of a calculator. | Direct Instruction | Tier 1 | Implement | 09/08/2015 | 06/12/2019 | \$0 | No Funding Required | All Math, Industrial CTE, Business, and Physical Education teachers |

Measurable Objective 4:

A 100% increase of Eleventh grade students will demonstrate a proficiency answering grid style SAT questions. in Mathematics by 06/15/2019 as measured by PSAT and SAT results .

Strategy 1:

SAT Grid Practice - All Math teachers will provide warm-up problems in the style of the SAT grid problems on a regular basis.

Category: Mathematics

Research Cited: Grid questions are new to our students. After giving the PSAT in March of 2015, we discovered that most students did not answer the grid questions properly or didn't answer them at all, due to confusion and lack of experience.

Tier: Tier 1

| Activity - Gridding | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|-----------------------|--------------------|--------|-----------|------------|------------|-------------------|---------------------|-------------------|
| SAT Gridding problems | Direct Instruction | Tier 1 | Implement | 09/08/2015 | 06/12/2019 | \$0 | No Funding Required | All Math teachers |

Goal 3: All students at Lakeview High School will become proficient in Science (NGSS Standards Implementation).

Measurable Objective 1:

60% of Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, 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 NGSS Standards - Bundles in Science by 06/12/2019 as measured by M-STEP and SIP Assessments..

Strategy 1:

Data Set Analysis - Teachers will model how to analyze data sets using (CER) Claim Evidence Reasoning across all grade levels.

Category: Science

Research Cited: Our scores on MME assessments (M-STEP, SAT, PSAT) in Science (and other disciplines) will increase due to students understanding of the Claim, Evidence Reasoning (Inquiry and Discovery). SIP assessments will reflect a concentration in inquiry and discovery of new NGSS standards.

Tier: Tier 1

| Activity - CER Warmups | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------|--------|-----------|------------|------------|-------------------|-------------------|---------------------------------|
| Teachers will use CER (Claim, Evidence Reasoning)-style questions during warm-up activities/instruction to demonstrate inquiry and discovery - NGSS standards | Direct Instruction | Tier 1 | Implement | 09/03/2013 | 06/14/2019 | \$1000 | Section 31a | All teachers Science Department |

Strategy 2:

Argumentation - Students will read a passage of a scientific nature chosen by their teacher. They will then form an argument by making a claim, supporting that claim with evidence, and providing a justification for that evidence.

Category:

Research Cited: Reading for interpretation and analysis is a prominent aspect of all standardized assessments. The utilization of this strategy in the science department provides support for all content areas.

Tier: Tier 1

| Activity - Argumentation Template | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------|--------|-----------|------------|------------|-------------------|-------------------|-------------------|
| Students will use an argumentation template that assists them to form their argument based on their reading. In the template, students will identify the question and author's claim to the question. They will then identify the pieces of evidence the author uses to support their claim. Finally, they will describe the justification for that evidence, or more simply put, why that evidence was used. | Direct Instruction | Tier 1 | Implement | 09/08/2015 | 06/12/2019 | \$2000 | Section 31a | Science Teachers |

Goal 4: All students at Lakeview High School will become proficient in Writing.

Measurable Objective 1:

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70% of Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, 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 grammar and mechanics in English Language Arts by 06/12/2019 as measured by SAT/PSAT, NWEA, and SIP Assessments..

Strategy 1:

Analytical Writing - Students will practice timed analytical writing in which they identify and discuss the mechanics an author uses in a persuasive piece using claim, evidence, and warrant in their discussion.

Category: English/Language Arts

Research Cited: Our MME and ACT scores have increased dramatically since implementing this strategy. We now must adjust to the new SAT and the style of writing that they require.

Tier: Tier 1

| Activity - TImed Writing Prompts | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------------------|--------|-----------|------------|------------|-------------------|---------------------------|--|
| Teachers will assign timed writing prompts in which students use analytical writing to identify and discuss the mechanics an author uses (organization, stylistic device, logical or emotional appeal, etc). Students will use the claim, evidence, and warrant strategy to support their discussion. | Direct Instruction, Evaluation | Tier 1 | Implement | 09/08/2015 | 06/12/2019 | \$4500 | Section 31a, General Fund | ELA and World Language teachers in the Writing Strategy Committee. |

Strategy 2:

Grammar and Mechanics - Teachers will use various passages to model correct grammar and mechanics.

Category: English/Language Arts

Research Cited: Our MME and ACT scores have increased dramatically since implementing this strategy. We will need to adjust to the challenges of the new SAT in order to maintain our continued success.

Tier: Tier 1

| Activity - SAT-Style Grammar Passages | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------|--------|-----------|------------|------------|-------------------|-------------------|--|
| Teachers will use SAT-style grammar passages to instruct students how to correct sentences and improve mechanics. | Direct Instruction | Tier 1 | Implement | 09/08/2015 | 06/12/2019 | \$1500 | Section 31a | All ELA and World Language teachers in the Writing Strategy Committee. |

Goal 5: Identified ninth grade at risk students at Lakeview High School will participate in the district's model for Positive Behavior Intervention and Support.

Measurable Objective 1:

demonstrate a behavior We will identify a group of 30 freshmen that will be monitored weekly by an academic learning coach, with the intent of keeping each individual from failing a class in their freshman year. by 06/12/2019 as measured by the success of the group at the end of each semester. .

Strategy 1:

Assign a support staff member to progress monitor 30 academically at-risk freshmen. - The support staff member will meet with each student on a weekly basis. Each student will be part of a systematic approach to staying on top of their studies. As a student shows that they are capable of continued success they will be exited from the program and monitored by card marking.

Category: Learning Support Systems

Research Cited: Quantitative (Gersten et al., 2005), Correlation (Thompson et al., 2005)

Tier: Tier 3

| Activity - Freshmen support group | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------------|--------|-----------|------------|------------|-------------------|--------------------------|---|
| The support staff member will provide each student with a weekly progress monitoring tool. During each meeting, they will discuss progress and what options and resources are available to the student for additional support. | Academic Support Program | Tier 3 | Implement | 09/08/2015 | 06/12/2019 | \$1500 | Section 31a, Section 31a | Kyle Kenyon will be the support staff member that is responsible for this initiative. |

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

| Activity Name | Activity Description | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Staff Responsible |
|-----------------------------|--|--------------------|--------|-----------|------------|------------|-------------------|--|
| Gridding | SAT Gridding problems | Direct Instruction | Tier 1 | Implement | 09/08/2015 | 06/12/2019 | \$0 | All Math teachers |
| Problem solving W/O devices | All Math teachers, industrial CTE teachers, Business teachers, and Physical Education teachers will provide students with practice solving math problems W/O devices. Students will be exposed to a variety of problems that will require them to solve without the use of a calculator. | Direct Instruction | Tier 1 | Implement | 09/08/2015 | 06/12/2019 | \$0 | All Math, Industrial CTE, Business, and Physical Education teachers |
| TI Tips | Teachers will demonstrate how to use various calculator functions during instruction. Mathematics skills will be enhanced through the use of technology during instruction and while students solve problems. | Direct Instruction | Tier 1 | Implement | 09/08/2015 | 06/12/2019 | \$0 | All teachers in the School Improvement Mathematics Committee. (Math Teachers only) |
| SAT Warm-Ups | Teachers will model how to use elimination with their students during warm-up activities with SAT-Style problems. | Direct Instruction | Tier 1 | Implement | 09/08/2015 | 06/12/2019 | \$0 | All teachers in the School Improvement, Mathematics Committee. (All Math teachers and Industrial CTE teachers) |

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|----------------------|--|--|--------|-----------|------------|------------|-----|--|
| Math Lab Instruction | Math Lab teachers will help build skills students are lacking based on NWEA and PSAT data. Teachers will also work to provide additional instruction on the skills and concepts taught during students other math classes. | Direct Instruction, Academic Support Program | Tier 2 | Implement | 09/08/2015 | 06/12/2019 | \$0 | All Math teachers have at least 1 math lab class per year. |
|----------------------|--|--|--------|-----------|------------|------------|-----|--|

General Fund

| Activity Name | Activity Description | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Staff Responsible |
|-----------------------|---|--------------------------------|--------|-----------|------------|------------|-------------------|--|
| Timed Writing Prompts | Teachers will assign timed writing prompts in which students use analytical writing to identify and discuss the mechanics an author uses (organization, stylistic device, logical or emotional appeal, etc). Students will use the claim, evidence, and warrant strategy to support their discussion. | Direct Instruction, Evaluation | Tier 1 | Implement | 09/08/2015 | 06/12/2019 | \$3000 | ELA and World Language teachers in the Writing Strategy Committee. |

Title I Part A

| Activity Name | Activity Description | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Staff Responsible |
|----------------------|--|--|--------|-----------|------------|------------|-------------------|--|
| Math Lab Instruction | Math Lab teachers will help build skills students are lacking based on NWEA and PSAT data. Teachers will also work to provide additional instruction on the skills and concepts taught during students other math classes. | Direct Instruction, Academic Support Program | Tier 2 | Implement | 09/08/2015 | 06/12/2019 | \$1500 | All Math teachers have at least 1 math lab class per year. |
| Word Problems | Teachers will use word problems in their every day instruction, homework assignments, and all assessments. | Direct Instruction | Tier 1 | Implement | 09/08/2015 | 06/12/2019 | \$2500 | All teachers in the SI Mathematics Committee. (Math Teachers only) |

Section 31a

| Activity Name | Activity Description | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Staff Responsible |
|---------------|----------------------|---------------|------|-------|------------|----------|-------------------|-------------------|
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|--|---|--------------------------|--------|-----------|------------|------------|--------|---|
| SIP Reading Assessments | Teachers will create SAT-style reading assessments that require students to make inferences, draw conclusions, analyze author's voice and purpose as well as order and sequence of events in order to correctly answer questions. | Implementation | Tier 1 | | 09/09/2013 | 06/12/2019 | \$2000 | Social Studies, Health, Art and ELA teachers in the SIP Reading Committee. |
| Freshmen support group | The support staff member will provide each student with a weekly progress monitoring tool. During each meeting, they will discuss progress and what options and resources are available to the student for additional support. | Academic Support Program | Tier 3 | Implement | 09/08/2015 | 06/12/2019 | \$500 | Kyle Kenyon will be the support staff member that is responsible for this initiative. |
| CER Warmups | Teachers will use CER (Claim, Evidence Reasoning)-style questions during warm-up activities/instruction to demonstrate inquiry and discovery - NGSS standards | Direct Instruction | Tier 1 | Implement | 09/03/2013 | 06/14/2019 | \$1000 | All teachers Science Department . |
| Reading Passages with Challenging Vocabulary | Teachers will choose reading texts with challenging vocabulary. The focus is for students to be exposed to words that appear in SAT style texts that they aren't using on an every day basis. While reading these challenging texts, teachers will model how to use context clues in the text to figure out the meaning of the word. | Implementation | Tier 1 | Implement | 09/08/2015 | 06/12/2019 | \$1200 | All teachers on the Reading SIP Committee (ELS, Health, Social Studies and Art) . |
| SAT Style Reading Practice | Teachers will provide SAT style passages for students to read. Teachers will model how to identify evidence in the text that supports a claim or statement made in a question. | Implementation | Tier 1 | Implement | 09/08/2015 | 06/15/2018 | \$2500 | All teachers in the Reading SIP committee. |
| Various | Students participate in the computer based Language! program. | Academic Support Program | Tier 2 | Monitor | 09/09/2013 | 06/12/2019 | \$1800 | Special Education and ELA teachers. |
| Argumentation Template | Students will use an argumentation template that assists them to form their argument based on their reading. In the template, students will identify the question and author's claim to the question. They will then identify the pieces of evidence the author uses to support their claim. Finally, they will describe the justification for that evidence, or more simply put, why that evidence was used. | Direct Instruction | Tier 1 | Implement | 09/08/2015 | 06/12/2019 | \$2000 | Science Teachers |

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|----------------------------|---|--------------------------------|--------|-----------|------------|------------|--------|---|
| Freshmen support group | The support staff member will provide each student with a weekly progress monitoring tool. During each meeting, they will discuss progress and what options and resources are available to the student for additional support. | Academic Support Program | Tier 3 | Implement | 09/08/2015 | 06/12/2019 | \$1000 | Kyle Kenyon will be the support staff member that is responsible for this initiative. |
| SAT-Style Grammar Passages | Teachers will use SAT-style grammar passages to instruct students how to correct sentences and improve mechanics. | Direct Instruction | Tier 1 | Implement | 09/08/2015 | 06/12/2019 | \$1500 | All ELA and World Language teachers in the Writing Strategy Committee. |
| Timed Writing Prompts | Teachers will assign timed writing prompts in which students use analytical writing to identify and discuss the mechanics an author uses (organization, stylistic device, logical or emotional appeal, etc). Students will use the claim, evidence, and warrant strategy to support their discussion. | Direct Instruction, Evaluation | Tier 1 | Implement | 09/08/2015 | 06/12/2019 | \$1500 | ELA and World Language teachers in the Writing Strategy Committee. |
| Monitoring Comprehension | Teachers will instruct students in methods for monitoring their comprehension of texts. | Direct Instruction | Tier 1 | Implement | 09/09/2013 | 06/12/2019 | \$1500 | All Social Studies, Health and ELA teachers in the SIP Reading Committee. |