

Lakeview High School School Improvement Plan 2019-2020

Lakeview High School
Lakeview Public Schools (Macomb)

Scott Kapla
21100 East 11 Mile Rd
Saint Clair Shores, MI 48081-1581

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Overview

Plan Name

Lakeview High School School Improvement Plan 2019-2020

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 | To become career and college-ready, all students at Lakeview High School will become proficient in Reading. | Objectives: 2 Strategies: 4 Activities: 7 | Academic | \$49000 |
| 2 | To become career and college-ready, all students at Lakeview High School will become proficient in Mathematics | Objectives: 2 Strategies: 3 Activities: 8 | Academic | \$44000 |
| 3 | To become career and college-ready, all students at Lakeview High School will become proficient in Science (NGSS Standards Implementation). | Objectives: 1 Strategies: 3 Activities: 3 | Academic | \$13000 |
| 4 | To become career and college-ready, all students at Lakeview High School will become proficient in Writing. | Objectives: 1 Strategies: 1 Activities: 2 | Academic | \$6000 |
| 5 | To become career and college-ready, 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 | \$31500 |

Goal 1: To become career and college-ready, 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 06/15/2020 as measured by student performance on the SAT, PSAT, NWEA and SIP assessments. .

Strategy 1:

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

Category: English/Language Arts

Research Cited: Keystoliteracy.com. (2018). [online] Available at: <https://keystoliteracy.com/wp-content/uploads/2012/08/effective-vocabulary-instruction.pdf> [Accessed 4 Jun. 2018].

D93schools.org. (2018). [online] Available at:

http://www.d93schools.org/userfiles/2/my%20files/curriculum/wayne%20callender/academic%20vocab/reading/academic_vocabulary_words_-_ela_9-12.pdf?id=1513 [Accessed 4 Jun. 2018].

Bonnevillebees.com. (2018). [online] Available at:

http://www.bonnevillebees.com/userfiles/2/my%20files/curriculum/wayne%20callender/academic%20vocab/vocabulary_practice_template.pdf?id=1501 [Accessed 4 Jun. 2018].

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. | Direct Instruction, Materials | Tier 1 | Monitor | 09/08/2015 | 06/15/2020 | \$1200 | Section 31a | All Social Studies, Health, and ELA teachers. |

Strategy 2:

Text Analysis and Comprehension - Staff will provide activities for students to improve their skills in comprehension, metacognition, use of graphic and semantic organizers, generating and answering questions, recognizing text structures, and summarizing.

Category: English/Language Arts

Research Cited: Study.com. (2018). Citing Textual Evidence to Support Analysis of the Text | Study.com. [online] Available at:

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[https://study.com/academy/lesson/citingtextual-](https://study.com/academy/lesson/citingtextual-evidence-to-support-analysis-of-the-text.html)

[evidence-to-support-analysis-of-the-text.html](https://study.com/academy/lesson/citingtextual-evidence-to-support-analysis-of-the-text.html) [Accessed 4 Jun. 2018].

Nieonline.com. (2018). [online] Available at: https://nieonline.com/tbtimes/downloads/CCSS_reading.pdf [Accessed 4 Jun. 2018].

Umanitoba.ca. (2018). [online] Available at: https://umanitoba.ca/student/academiclearning/media/Finding_Main_Ideas_NEW.pdf [Accessed 4 Jun. 2018].

Www2.ed.gov. (2018). [online] Available at: <https://www2.ed.gov/programs/readingfirst/support/rmcfinal1.pdf> [Accessed 4 Jun. 2018].

Tier: Tier 1

| Activity - Comprehension Instruction | 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 | Monitor | 09/03/2013 | 06/15/2020 | \$1500 | Section 31a | All Social Studies, Health, and ELA teachers. |

| Activity - SAT Reading Assessments | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|------------------------|--------|---------|------------|------------|-------------------|-------------------|---|
| Teachers will develop and implement SAT-style reading assessments that require students to make inferences, draw conclusions, analyze author's voice and purpose, and order and sequence events to correctly answer questions. | Supplemental Materials | Tier 1 | Monitor | 09/03/2013 | 06/15/2020 | \$2000 | Section 31a | All Social Studies, Health, and ELA teachers. |

| Activity - SAT Reading Practice | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|------------------------|--------|---------|------------|------------|-------------------|-------------------|---|
| Teachers will provide students with SAT-style reading passages, and will model how students read these passages and identify evidence in the text that supports a claim or statement made in a question. | Supplemental Materials | Tier 1 | Monitor | 09/03/2013 | 06/15/2020 | \$2500 | Section 31a | All Social Studies, Health, and ELA teachers. |

Strategy 3:

Curriculum Alignment - Standardized assessments and learning activities will be effectively utilized for teaching and learning the common core state standards and raising student achievement in the area of reading.

Category: English/Language Arts

Research Cited: Study.com. (2018). Citing Textual Evidence to Support Analysis of the Text | Study.com. [online] Available at:

[https://study.com/academy/lesson/citingtextual-](https://study.com/academy/lesson/citingtextual-evidence-to-support-analysis-of-the-text.html)

[evidence-to-support-analysis-of-the-text.html](https://study.com/academy/lesson/citingtextual-evidence-to-support-analysis-of-the-text.html) [Accessed 4 Jun. 2018].

Nieonline.com. (2018). [online] Available at: https://nieonline.com/tbtimes/downloads/CCSS_reading.pdf [Accessed 4 Jun. 2018].

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Umanitoba.ca. (2018). [online] Available at: https://umanitoba.ca/student/academiclearning/media/Finding_Main_Ideas_NEW.pdf [Accessed 4 Jun. 2018].

Www2.ed.gov. (2018). [online] Available at: <https://www2.ed.gov/programs/readingfirst/support/rmcfinal1.pdf> [Accessed 4 Jun. 2018].

Tier: Tier 1

| Activity - Professional Development | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|-----------------------|--------|---------|------------|------------|-------------------|-------------------|-------------------|
| Staff members will attend professional development activities related to teaching core content utilizing strategies to help students increase achievement on standardized assessments. | Professional Learning | Tier 1 | Monitor | 09/06/2016 | 06/15/2020 | \$10000 | Title II Part A | All staff |

Measurable Objective 2:

50% of Ninth, Tenth, Eleventh and Twelfth grade Bottom 30% students will demonstrate a proficiency in reading and comprehending complex texts in English Language Arts by 06/15/2020 as measured by performance on NWEA, PSAT, and SAT/MME assessments.

Strategy 1:

Supplemental/Differentiated Instruction in ELA - staff will identify students who are not proficient in English Language Arts according to PSAT/SAT and NWEA data.

Category: Learning Support Systems

Research Cited: Joanne Allain, 3t Literacy Group

The National Center of Response to Intervention

The Florida center for Reading Research

Douglas B. Reeves, Leadership and Learning Center

Robert J. Marzano, PhD- Marzano Research Laboratory

Classroom Instruction that Works: Researched Based Strategies for Increased Student Achievement, 2nd Edition by Ceri B. Dean, Elizabeth Ross Hubbell, Howard Pitler and BJ Stone

Tier: Tier 2

| Activity - Language! Program | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------------|--------|---------|------------|------------|-------------------|-------------------|-------------------------------------|
| Students participate in the computer based Language! program which will provide students with opportunities to strengthen skills related to reading comprehension. | Academic Support Program | Tier 2 | Monitor | 09/09/2013 | 06/15/2020 | \$1800 | Section 31a | Special Education and ELA teachers. |

| Activity - Secondary ELA Credit Recovery | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
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| The district will provide credit recovery learning opportunities for students who fail core ELA classes. The district will purchase and utilize licensing for online learning experiences as well as teachers to facilitate summer learning and credit recovery during the school year. | Academic Support Program | Tier 2 | Monitor | 09/10/2013 | 06/15/2020 | \$30000 | Section 31a | Central office administrators and secondary principals |
|---|--------------------------|--------|---------|------------|------------|---------|-------------|--|

Goal 2: To become career and college-ready, 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 06/15/2020 as measured by SAT, PSAT, and NWEA assessments.

Strategy 1:

Skill-Based Test Prep - Teachers will use strategies to target skills that students need improvement on to improve student achievement on the PSAT, SAT, and NWEA assessments.

Category: Mathematics

Research Cited: "Using Student Achievement Data to Support Instructional Decision Making. IES Practice Guide. NCEE

2009-4067" Author(s): Hamilton, Laura; Halverson, Richardson; Jackson, Sharnell S.; Mandinach, Ellen;

Supovitz, Jonathan A.; Wayman, Jeffrey C. Source: National Center for Education Evaluation and Regional

Assistance 2009

Tier: Tier 1

| Activity - SAT Warm-ups | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---------------------------|--------|---------|------------|------------|-------------------|---------------------|--|
| Teachers will model how to use test-taking strategies including elimination with their students during warm-up activities incorporating SAT-style problems. | Implementation, Materials | Tier 1 | Monitor | 09/08/2015 | 06/15/2020 | \$0 | No Funding Required | All Mathematics teachers and special education co-teachers in mathematics classes. |

| Activity - Technology Instruction | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|-----------------------------------|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
|-----------------------------------|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|

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| Teachers will demonstrate how to use various calculator functions during instruction in order to enhance students' mathematics problem-solving skills on assessments. | Technology | Tier 1 | Monitor | 09/08/2015 | 06/15/2020 | \$0 | No Funding Required | All Mathematics teachers and special education co-teachers in mathematics classes. |
| 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. Teachers will model how to solve word problems with their students using the "Explore, Plan, Solve, and Check" method. | Curriculum Development, Supplemental Materials | Tier 1 | Monitor | 09/08/2015 | 06/15/2020 | \$2500 | Title I Part A | All Mathematics teachers and special education co-teachers in mathematics classes. |
| Activity - Calculator-Free Problem Solving | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Students in mathematics classes will be exposed to a variety of problems that will require them to solve without the use of a calculator during direct instruction, warm-ups, and remediation. | Technology, Supplemental Materials | Tier 1 | Monitor | 09/08/2015 | 06/15/2020 | \$0 | No Funding Required | All Mathematics teachers and special education co-teachers in mathematics classes. |
| Activity - SAT Grid Problem Practice | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Teachers will provide warm-up problems that provide students opportunity to practice answering SAT-style grid problems. | Supplemental Materials | Tier 1 | Monitor | 09/08/2015 | 06/15/2020 | \$0 | No Funding Required | All Mathematics teachers and special education co-teachers in mathematics classes. |

Strategy 2:

Curriculum Alignment - Standardized assessments and learning activities will be effectively utilized for teaching and learning the common core state standards and raising student achievement in the area of mathematics.

Category: Mathematics

Research Cited: Meeting standards through integrated curriculum

Susan M.Drake - Rebecca Crawford.Burns - Association for Supervision and Curriculum Development - 2004

Tier: Tier 1

| Activity - Professional Development | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|-----------------------|--------|---------|------------|------------|-------------------|-------------------|-------------------|
| Staff members will attend professional development activities related to teaching core content utilizing strategies to help students increase achievement on standardized assessments (i.e. number talks, etc...) | Professional Learning | Tier 1 | Monitor | 09/06/2016 | 06/15/2020 | \$10000 | Title II Part A | All staff |

Measurable Objective 2:

45% of Bottom 30% students will demonstrate a proficiency in number sense and problem solving in Mathematics by 06/15/2020 as measured by SAT, PSAT, and NWEA Assessments.

Strategy 1:

Supplemental/Differentiated Instruction in Mathematics - 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: Joanne Allain, 3t Literacy Group

The National Center of Response to Intervention

The Florida Center for Reading Research

Douglas B. Reeves, Leadership and Learning Center

Robert J. Marzano, PhD- Marzano Research Laboratory

Classroom Instruction that Works: Researched Based Strategies for Increased Student Achievement, 2nd Edition by Ceri B. Dean, Elizabeth Ross Hubbell, Howard Pitler and BJ Stone

Tier: Tier 2

| Activity - Math Lab | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---------------------|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
|---------------------|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|

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|---|--|--------|---------|------------|------------|--------|-------------------------------------|--|
| 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 | Monitor | 09/08/2015 | 06/15/2020 | \$1500 | Title I Part A, No Funding Required | All Mathematics teachers and special education co-teachers in mathematics classes. |
|---|--|--------|---------|------------|------------|--------|-------------------------------------|--|

| Activity - Secondary Math Credit Recovery | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------------|--------|---------|------------|------------|-------------------|-------------------|--|
| The district will provide credit recovery opportunities for students failing core Math classes. The district will purchase and utilize licensing for online learning experiences as well as teachers to facilitate summer learning and credit recovery during the school year. | Academic Support Program | Tier 2 | Monitor | 09/10/2013 | 06/15/2020 | \$30000 | Section 31a | Central office administrators and secondary principals |

Goal 3: To become career and college-ready, 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 meeting NGSS Standards in Science by 06/15/2020 as measured by M-STEP and SIP Assessments..

Strategy 1:

Scientific 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 | Monitor | 09/03/2013 | 06/15/2020 | \$1000 | Section 31a | All teachers Science Department |

Strategy 2:

Scientific Text Analysis - Teachers will model appropriate strategies to students for reading and comprehending informational texts in Science. Students will practice forming arguments by making a claim, supporting that claim with evidence, and providing a justification for that evidence.

Category: Science

Research Cited: Research Cited: "The Power of Informational Texts in Developing Readers and Writers", Author: Brenda Parkes, Source: Exploring Informational Texts From Theory

to Practice, Heinemann, 2003, Chapter 3, pg. 18-25.

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 | Monitor | 09/08/2015 | 06/15/2020 | \$2000 | Section 31a | All Science teachers. |

Strategy 3:

Curriculum Alignment - Standardized assessments and learning activities will be effectively utilized for teaching and learning the common core state standards and raising student achievement in the area of mathematics.

Category: Science

Research Cited: Meeting standards through integrated curriculum

Susan M.Drake - Rebecca Crawford.Burns - Association for Supervision and Curriculum Development - 2004

Tier: Tier 1

| Activity - Professional Development | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|-----------------------|--------|---------|------------|------------|-------------------|-------------------|-------------------|
| Staff members will attend professional development activities related to teaching core content utilizing strategies to help students increase achievement on standardized assessments. | Professional Learning | Tier 1 | Monitor | 09/06/2016 | 06/15/2020 | \$10000 | Title II Part A | All staff |

Goal 4: To become career and college-ready, all students at Lakeview High School will become proficient in Writing.

Measurable Objective 1:

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 06/15/2020 as measured by SAT, PSAT, and NWEA Assessments.

Strategy 1:

SAT Writing Practice - Teachers will implement SAT-style writing activities to improve student achievement in the area of writing.

Category: English/Language Arts

Research Cited: "Using Student Achievement Data to Support Instructional Decision Making. IES Practice Guide. NCEE

2009-4067" Author(s): Hamilton, Laura; Halverson, Richardson; Jackson, Sharnell S.; Mandinach, Ellen;

Supovitz, Jonathan A.; Wayman, Jeffrey C. Source: National Center for Education Evaluation and Regional

Assistance 2009

Tier: Tier 1

| Activity - Analytical 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 devices, logical or emotional appeal, etc.). Students will support their discussion using the claim, evidence, and warrant strategy. | Supplemental Materials | Tier 1 | Monitor | 09/08/2015 | 06/15/2020 | \$4500 | Section 31a | All English Language Arts teachers. |
| Activity - 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 provide opportunity for students to practice correcting sentences and improving mechanics. | Supplemental Materials | Tier 1 | Monitor | 09/08/2015 | 06/15/2020 | \$1500 | Section 31a | All English Language Arts teachers. |

Goal 5: To become career and college-ready, 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 student proficiency (pass rate) by providing at-risk freshman students with an academic learning coach, with the intent of keeping each individual from failing a class in their freshman year by 06/15/2020 as measured by the success of the group at the end of each semester .

Strategy 1:

9th Grade Academic Interventionist - The 9th grade Academic Interventionist 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: Dropout Prevention and Intervention Series. Author(s): Thurlow, Martha; And Others, 1995

"Dropout Risk Factors and Exemplary Programs: A Technical Report", Author(s): Hammond, Cathy;

Linton, Dan; Smink, Jay; Drew, Sam, Source: National Dropout Prevention Center/Network (NDPC/N,

2007

Tier: Tier 3

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 | Monitor | 09/08/2015 | 06/15/2020 | \$31500 | Section 31a, Section 31a, Section 31a | 9th Grade Academic Interventionist. |

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 |
|---------------------------------|--|------------------------------------|--------|---------|------------|------------|-------------------|--|
| Technology Instruction | Teachers will demonstrate how to use various calculator functions during instruction in order to enhance students' mathematics problem-solving skills on assessments. | Technology | Tier 1 | Monitor | 09/08/2015 | 06/15/2020 | \$0 | All Mathematics teachers and special education co-teachers in mathematics classes. |
| Calculator-Free Problem Solving | Students in mathematics classes will be exposed to a variety of problems that will require them to solve without the use of a calculator during direct instruction, warm-ups, and remediation. | Technology, Supplemental Materials | Tier 1 | Monitor | 09/08/2015 | 06/15/2020 | \$0 | All Mathematics teachers and special education co-teachers in mathematics classes. |
| SAT Grid Problem Practice | Teachers will provide warm-up problems that provide students opportunity to practice answering SAT-style grid problems. | Supplemental Materials | Tier 1 | Monitor | 09/08/2015 | 06/15/2020 | \$0 | All Mathematics teachers and special education co-teachers in mathematics classes. |
| SAT Warm-ups | Teachers will model how to use test-taking strategies including elimination with their students during warm-up activities incorporating SAT-style problems. | Implementation, Materials | Tier 1 | Monitor | 09/08/2015 | 06/15/2020 | \$0 | All Mathematics teachers and special education co-teachers in mathematics classes. |

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| Math Lab | 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 | Monitor | 09/08/2015 | 06/15/2020 | \$0 | All Mathematics teachers and special education co-teachers in mathematics classes. |
|----------|---|--|--------|---------|------------|------------|-----|--|

Title I Part A

| Activity Name | Activity Description | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Staff Responsible |
|---------------|---|--|--------|---------|------------|------------|-------------------|--|
| Math Lab | 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 | Monitor | 09/08/2015 | 06/15/2020 | \$1500 | All Mathematics teachers and special education co-teachers in mathematics classes. |
| Word Problems | Teachers will use word problems in their every day instruction, homework assignments, and all assessments. Teachers will model how to solve word problems with their students using the "Explore, Plan, Solve, and Check" method. | Curriculum Development, Supplemental Materials | Tier 1 | Monitor | 09/08/2015 | 06/15/2020 | \$2500 | All Mathematics teachers and special education co-teachers in mathematics classes. |

Section 31a

| Activity Name | Activity Description | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Staff Responsible |
|---------------------------|---|--------------------|--------|---------|------------|------------|-------------------|---|
| Comprehension Instruction | Teachers will instruct students in methods for monitoring their comprehension of texts. | Direct Instruction | Tier 1 | Monitor | 09/03/2013 | 06/15/2020 | \$1500 | All Social Studies, Health, and ELA teachers. |
| 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 | Monitor | 09/03/2013 | 06/15/2020 | \$1000 | All teachers Science Department |

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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 | Monitor | 09/08/2015 | 06/15/2020 | \$30000 | 9th Grade Academic Intervention ist. |
| SAT Reading Practice | Teachers will provide students with SAT-style reading passages, and will model how students read these passages and identify evidence in the text that supports a claim or statement made in a question. | Supplemental Materials | Tier 1 | Monitor | 09/03/2013 | 06/15/2020 | \$2500 | All Social Studies, Health, and ELA teachers. |
| Secondary Math Credit Recovery | The district will provide credit recovery opportunities for students failing core Math classes. The district will purchase and utilize licensing for online learning experiences as well as teachers to facilitate summer learning and credit recovery during the school year. | Academic Support Program | Tier 2 | Monitor | 09/10/2013 | 06/15/2020 | \$30000 | Central office administrators and secondary principals |
| 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 | Monitor | 09/08/2015 | 06/15/2020 | \$500 | 9th Grade Academic Intervention ist. |
| Grammar Passages | Teachers will use SAT-style grammar passages to provide opportunity for students to practice correcting sentences and improving mechanics. | Supplemental Materials | Tier 1 | Monitor | 09/08/2015 | 06/15/2020 | \$1500 | All English Language Arts teachers. |
| Secondary ELA Credit Recovery | The district will provide credit recovery learning opportunities for students who fail core ELA classes. The district will purchase and utilize licensing for online learning experiences as well as teachers to facilitate summer learning and credit recovery during the school year. | Academic Support Program | Tier 2 | Monitor | 09/10/2013 | 06/15/2020 | \$30000 | Central office administrators and secondary principals |
| 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 | Monitor | 09/08/2015 | 06/15/2020 | \$2000 | All Science teachers. |
| Analytical 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 devices, logical or emotional appeal, etc.). Students will support their discussion using the claim, evidence, and warrant strategy. | Supplemental Materials | Tier 1 | Monitor | 09/08/2015 | 06/15/2020 | \$4500 | All English Language Arts teachers. |

Lakeview High School School Improvement Plan 2019-2020

Lakeview High School

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|--|--|-------------------------------|--------|---------|------------|------------|--------|---|
| Language! Program | Students participate in the computer based Language! program which will provide students with opportunities to strengthen skills related to reading comprehension. | Academic Support Program | Tier 2 | Monitor | 09/09/2013 | 06/15/2020 | \$1800 | Special Education and ELA teachers. |
| 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 | Monitor | 09/08/2015 | 06/15/2020 | \$1000 | 9th Grade Academic Interventionist. |
| SAT Reading Assessments | Teachers will develop and implement SAT-style reading assessments that require students to make inferences, draw conclusions, analyze author's voice and purpose, and order and sequence events to correctly answer questions. | Supplemental Materials | Tier 1 | Monitor | 09/03/2013 | 06/15/2020 | \$2000 | All Social Studies, Health, and ELA teachers. |
| 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. | Direct Instruction, Materials | Tier 1 | Monitor | 09/08/2015 | 06/15/2020 | \$1200 | All Social Studies, Health, and ELA teachers. |

Title II Part A

| Activity Name | Activity Description | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Staff Responsible |
|--------------------------|---|-----------------------|--------|---------|------------|------------|-------------------|-------------------|
| Professional Development | Staff members will attend professional development activities related to teaching core content utilizing strategies to help students increase achievement on standardized assessments. | Professional Learning | Tier 1 | Monitor | 09/06/2016 | 06/15/2020 | \$10000 | All staff |
| Professional Development | Staff members will attend professional development activities related to teaching core content utilizing strategies to help students increase achievement on standardized assessments (i.e. number talks, etc...) | Professional Learning | Tier 1 | Monitor | 09/06/2016 | 06/15/2020 | \$10000 | All staff |
| Professional Development | Staff members will attend professional development activities related to teaching core content utilizing strategies to help students increase achievement on standardized assessments. | Professional Learning | Tier 1 | Monitor | 09/06/2016 | 06/15/2020 | \$10000 | All staff |