Greenville High SIP 2015-16

Greenville High School
Greenville Public Schools

Mr. Jeff Wright, Principal
111 Hillcrest
Greenville, MI 48838
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Overview

Plan Name

Greenville High SIP 2015-16

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.

<table>
<thead>
<tr>
<th>#</th>
<th>Goal Name</th>
<th>Goal Details</th>
<th>Goal Type</th>
<th>Total Funding</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>All students at GHS will become proficient readers</td>
<td>Objectives:1 Strategies:2 Activities:4</td>
<td>Academic</td>
<td>$15100</td>
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<tr>
<td>2</td>
<td>All students at GHS will become proficient writers.</td>
<td>Objectives:1 Strategies:2 Activities:2</td>
<td>Academic</td>
<td>$3700</td>
</tr>
<tr>
<td>3</td>
<td>All students at GHS will become proficient in mathematics.</td>
<td>Objectives:3 Strategies:3 Activities:10</td>
<td>Academic</td>
<td>$398800</td>
</tr>
<tr>
<td>4</td>
<td>All students at GHS will demonstrate proficiency in science.</td>
<td>Objectives:1 Strategies:1 Activities:1</td>
<td>Academic</td>
<td>$5000</td>
</tr>
<tr>
<td>5</td>
<td>All students at GHS will contribute to a safe school climate.</td>
<td>Objectives:2 Strategies:3 Activities:4</td>
<td>Organizational</td>
<td>$213984</td>
</tr>
</tbody>
</table>
Goal 1: All students at GHS will become proficient readers

Measurable Objective 1:
60% of Eleventh grade students will demonstrate a proficiency in reading in English Language Arts by 06/10/2016 as measured by the state assessment.

Strategy 1:
Instructional Coaching - Teacher leaders will utilize cognitive coaching training to mediate thinking and assist instruction in differentiation with other research-based best practices of reading.

Research Cited: Current publications from the International Reading Association, professional journals, and educational leaders in the field of literacy promote teachers teaching teachers to improve student success.


Tier:

<table>
<thead>
<tr>
<th>Activity - Planned Collaboration with Instructional Coach</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher leaders will utilize cognitive coaching training to mediate thinking and assist instruction in differentiation and other research-based best practices in reading. The coach will be available to observe teachers, provide feedback, and model effective teaching strategies in the classroom. School staff will be trained and supported in teaching best practices that focus on strategies including but not limited to scaffolding, vocabulary building, modeling, inference, and critical thinking. Guest teachers will provide coverage as needed for either the coach or the classroom teacher. The coach will provide students with extra reading support during AF. The instructional coach will keep an activity log that will be available to both staff and administration upon request.</td>
<td>Professional Learning</td>
<td>Tier 2</td>
<td>Monitor</td>
<td>06/30/2012</td>
<td>06/10/2016</td>
<td>$4000</td>
<td>Title II Part A</td>
<td>Mitch McMahon Chief Academic Officer</td>
</tr>
</tbody>
</table>

Strategy 2:
Reading Best Practices - The high school literacy coach will keep up-to-date on reading best practice through participation in the LCN and bring titles back to the entire staff for implementing reading best practices. Teachers will be provided with publications and books that will inform them of current best practices in the field of reading comprehension and literacy. These books will be available for individual teachers and for group book studies. Examples of texts that might be purchased would be Texts and Lessons for Content Area Reading by Smokey Daniels and Nancy Steineke or Why Don't You Just Tell us the Answer? by Bruce A. Lesh.
Research Cited: This approach reflects best practices supported by the International Reading Association, the Michigan Reading Association, and the Michigan Council of Teachers of English.

Tier:

**Activity - E-books for non-fiction in the HS Media Center**

<table>
<thead>
<tr>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Technology</td>
<td></td>
<td></td>
<td>06/30/2013</td>
<td>06/10/2016</td>
<td>$5000</td>
<td>Title II Part D</td>
<td>Laura Pleune &amp; the Chief Academic Officer</td>
</tr>
</tbody>
</table>

Currently, many of our non-fiction titles are dated. The media center will provide students and teachers access to up-to-date books and essays that can be downloaded on to various devices. The purchase of license through Follett and/or Rainbow Books will allow multiple students access to over 100,000 titles. This activity will allow teachers in all disciplines to expose students to non-fiction, which is a major focus of the National Common Core Standards.

**Activity - LCN Membership & Substitute Coverage**

<table>
<thead>
<tr>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Learning</td>
<td></td>
<td></td>
<td>06/30/2013</td>
<td>06/10/2016</td>
<td>$1100</td>
<td>Title II Part A</td>
<td>Mitch McMahon &amp; the Chief Academic Officer</td>
</tr>
</tbody>
</table>

The high school Literacy Coach will attend Literacy Coaches Network (LCN) through the Kent ISD for five sessions each year. By participating, the coach will become familiar with best practices in the teaching of reading and bring those back to the entire high school.

**Activity - Academic Focus Time**

<table>
<thead>
<tr>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Support Program</td>
<td>Tier 1</td>
<td>Monitor</td>
<td>09/02/2013</td>
<td>06/10/2016</td>
<td>$5000</td>
<td>General Fund</td>
<td>Kim Bell Laura Pleune Nicole Norburg</td>
</tr>
</tbody>
</table>

All students will use the 20 minutes of Academic Focus time to either read a book/magazine of choice or seek help in a class where they are doing poorly. Students will be either studying, working with a teacher directly, or reading each day. To support this initiative, there will need to be High Interest, Low Level reading materials for our Special Education students and our reluctant readers.

**Goal 2: All students at GHS will become proficient writers.**

**Measurable Objective 1:**
50% of Eleventh grade students will demonstrate a proficiency in writing in English Language Arts by 06/10/2016 as measured by the state assessment.

**Strategy 1:**
Writer's Workshop - ELA teachers will use differentiated instruction as part of the writer's workshop model of instruction. Teachers will work in departments and PLCs...
to implement the workshop structure in the classroom.


Tier:

<table>
<thead>
<tr>
<th>Activity - Learning Labs</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers will participate in Learning Labs with teachers modeling best practices in the workshop model. The group will have a pre-conference to discuss the aims of the lesson and a post-conference to process what's been observed in the classroom.</td>
<td>Direct Instruction</td>
<td>Monitor</td>
<td>09/02/2013</td>
<td>06/10/2016</td>
<td>$1500</td>
<td>Title II Part A</td>
<td>Mitch McMahon, Elizabeth Nelson, Amy Lardie</td>
<td></td>
</tr>
</tbody>
</table>

**Strategy 2:**

Best Practices - Team teachers will attend the Literacy Coaching Network through the Kent ISD to learn how to implement best practices in literacy to be adapted in their curriculum to meet the rigor of the Common Core Curriculum.

Research Cited: This approach reflects best practices supported by the International Reading Association, the Michigan Reading Association, and the Michigan Council of Teachers of English. Training teachers strategies in literacy will improve the performance of the staff as they share their best practices with others.

Tier:

<table>
<thead>
<tr>
<th>Activity - Literacy Coaching Network-Team Teaching</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Team teachers will participate in the Literacy Coaches Network through the Kent ISD. Through participation and experimentation in the classroom, this teacher leader will implement best practices to prepare for the rigor of the Common Core Curriculum.</td>
<td>Professional Learning</td>
<td>Monitor</td>
<td>09/02/2013</td>
<td>06/10/2016</td>
<td>$2200</td>
<td>Title II Part A</td>
<td>Lyndy Harrison, Elizabeth Gates, Mitch McMahon</td>
<td></td>
</tr>
</tbody>
</table>

**Goal 3: All students at GHS will become proficient in mathematics.**

**Measurable Objective 1:**

35% of Eleventh grade students will demonstrate a proficiency level in Mathematics by 06/10/2016 as measured by the state assessment.

**Strategy 1:**

Best Practices in Math - Teachers will utilize best practices in math instruction that focus on successful completion of the Common Core Curriculum. Curriculum delivery will focus on bridging the gap between curriculum and state assessments as informed by state-mandated test scores.

Research Cited: Robert Marzano et al. Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement.
## Tier:

<table>
<thead>
<tr>
<th>Activity - Common Core Problem-Solving/ Ionia County Math Coherence Institute</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>The math department will implement math tasks in all math classes that support the development of the eight CCSS Mathematical Practices and engage students in problem-solving activities. Teachers will need both time and training to collaborate with special education instructors and each other to create these activities for every math course. They will also need modeling of what flexible grouping could look like at the secondary level.</td>
<td>Professiona I Learning</td>
<td></td>
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<thead>
<tr>
<th>Activity - K-12 Curriculum Alignment//Observations</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>To create a streamlined math experience for students, math teachers K-12 will meet to discuss and to align curriculum to the CCSS and find where gaps in instruction occur. This could be done during a series of Professional Development days provided by an outside expert in best practices in math instruction. Teachers from various buildings could observe each other in the classroom to see the progression of math instruction in our district and learn from each other. The cost of this activity includes the cost of substitutes to allow teachers to get into other classrooms.</td>
<td>Professiona I Learning</td>
<td>Implement</td>
<td>08/20/2014</td>
<td>06/10/2016</td>
<td>$1700</td>
<td>Title II Part A</td>
<td>Teresa Erspamer, Jeff Wright, &amp; the Chief Academic Officer</td>
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<table>
<thead>
<tr>
<th>Activity - Professional Development- Best Practices</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math teachers will have specific professional development to learn researched best practices in the field of mathematics. An expert such as Dan Fouch will come in and coach high school math teachers. He will provide professional development, as well as observing classrooms as teachers implement these strategies. This will build on work done in the 2014-15 school year.</td>
<td>Professiona I Learning</td>
<td>Monitor</td>
<td>08/25/2014</td>
<td>06/10/2016</td>
<td>$4000</td>
<td>Title II Part A</td>
<td>Teresa Erspamer &amp; the Chief Academic Officer</td>
<td></td>
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</table>

### Measurable Objective 2:

A 5% increase of Economically Disadvantaged students will demonstrate a behavior by completing the Michigan Merit Curriculum in Mathematics by 06/10/2016 as measured by graduation rates.

### Strategy 1:

Technology- Differentiated Instruction - Teachers will provide differentiated, just-in-time instruction through technology tools to allow credit and skill recovery with the use of Edgenuity, the Satterlee program, or other on-line delivery of instruction.

Research Cited: Research shows that all students, but especially at-risk students, benefit from assessments for learning. Edgenuity allows students to recover credit...
and skill missed during the general delivery of curriculum. It also allows students to test out of concepts that they’ve already mastered to focus only on remediation. Rick Stiggins’s research on Classroom Assessment for Learning supports this approach, as well as John Watson and Butch Gemin's work looking at “Using Online Learning for At-Risk Students and Credit Recovery.”

### Tier:

<table>
<thead>
<tr>
<th>Activity - GPS Legacy Learning</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers will teach, mentor, and support at risk students with their individual learning through behavior and academic support. Courses will be facilitate through Edgenuity, which is an online learning management system.</td>
<td>Technology</td>
<td>Tier 2</td>
<td>Implement</td>
<td>08/24/2015</td>
<td>06/10/2016</td>
<td>$130000</td>
<td>Section 31a</td>
<td>Todd Oatley, Jeff Wright, Laura Pleune</td>
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<tr>
<th>Activity - Satterlee Alternative Education</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher and two paraprofessionals will customize instructional delivery to meet the needs of alternative students who may otherwise be unable to remain in the traditional setting due to behavior. This activity will help both Math and ELA students complete the Michigan Merit Curriculum and give them the specialized support that they need.</td>
<td>Academic Support Program</td>
<td>Implement</td>
<td>08/24/2015</td>
<td>06/10/2016</td>
<td>$130000</td>
<td>Section 31a</td>
<td>Jeff Wright, Todd Oatley, Laura Pleune</td>
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<table>
<thead>
<tr>
<th>Activity - Edgenuity licenses for Credit Recovery</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>On-line credit and skill recovery programming will help students meet the Michigan Merit Curriculum requirements. These classes which need access to computers and/or wireless Internet can be offered after school, during school, or as a teacher's sixth hour assignment. The district will need to purchase 20 licenses through Edgenuity to support students' work online.</td>
<td>Academic Support Program</td>
<td>Tier 2</td>
<td>Implement</td>
<td>09/03/2013</td>
<td>07/01/2016</td>
<td>$9400</td>
<td>General Fund</td>
<td>Jeff Wright, Laura Pleune</td>
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<table>
<thead>
<tr>
<th>Activity - Legacy Learning Edgenuity Licenses</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
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</thead>
<tbody>
<tr>
<td>Staff will purchase 60 Edgenuity licenses for students to access the program at home or at Legacy Learning. The number of licenses purchased and used will be monitored by the Legacy Learning dean. These licenses will allow students who are at risk of not graduating to recover skills and class credit. The GACF will be providing $25,000 to the purchase of licenses for this school year. The balance will be covered by the General Fund.</td>
<td>Technology</td>
<td>Tier 2</td>
<td>Implement</td>
<td>07/01/2015</td>
<td>07/01/2016</td>
<td>$5000</td>
<td>General Fund</td>
<td>Chief Academic Officer, Dean of Legacy Learning</td>
</tr>
</tbody>
</table>
Strategy 1:
Career Center Training - According to research, at-risk students are more successful when the course work has more real-world connections. Students who qualify will participate in programs that can provide them work experience and skills that will help them seek and keep employment.
Research Cited: According to Harris and Wakelyn (2007), "students who learn mathematics in the context of solving problems, rather than merely abstract conceptions, are engaged in learning."
Tier: Tier 2

Goal 4: All students at GHS will demonstrate proficiency in science.

Measurable Objective 1:
A 8% increase of All Students will demonstrate a proficiency above the state average in Science by 06/10/2016 as measured by the state-mandated test.

Strategy 1:
VanAndel Institute Community of Practice Model - Science staff will increase their use of the Community of Practice Model (QPOE2) of instruction. Teachers will work in departments and PLC’s to fully implement the model.
Research Cited: Research on how students learn science effectively has been a long-term interest of the National Research Council, which published How People Learn, How Students Learn, Taking Science to School, and Education for Life and Work. Findings in cognitive science permeate A Framework for K–12 Science Education and were central to the development of the Next Generation Science Standards (NGSS).

Tier:

<table>
<thead>
<tr>
<th>Activity - Customized PD through the VanAndel Institute</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
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<tbody>
<tr>
<td>Van Andel Institute professional development programs (VAEI) are based on research findings that science is best learned through the process of inquiry. This supports the Science department's move towards implementing the Next Generation Science Standards and aligning with the Common Core Curriculum. The Van Andel instructors both model lessons and observe GHS teachers, giving feedback about how to implement best practices in scientific thinking. This is year three of a five-year commitment.</td>
<td>Professiona l Learning</td>
<td>Implement</td>
<td>09/02/2013</td>
<td>06/15/2018</td>
<td>$5000</td>
<td>Title II Part A</td>
<td>Joyce Zimmer and the Chief Academic Officer</td>
<td></td>
</tr>
</tbody>
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**Goal 5: All students at GHS will contribute to a safe school climate.**

**Measurable Objective 1:**

demonstrate a proficiency where fewer than 15% of freshman are off track for graduation by 06/10/2016 as measured by number of students who fail two or more classes.

**Strategy 1:**

Academic Focus Advisors - During the daily Academic Focus time, students will be with a consistent teacher during their tenure at GHS and travel with a cohort of students. A freshman, regardless of each semester's schedule, will continue to have the same Academic Advisor for four years. This essentially makes a large school smaller. Each student will have a trusted, caring adult who will follow them through high school. This advisor will be able to check on grades, teach study skills, and provide what each student needs. The advisor may also branch out into the social skills that make a student successful, not just the academic ones. The framework of this time allows for multiple uses and allows the staff to affect climate by creating family.

Research Cited: In Teacher Leadership That Strengthens Professional Practice by Charlotte Danielson, it states that a "dysfunctional school culture can undermine the efforts of even the best-intentioned educator." Changing culture can change academic outcomes. Michael Gurian argues in Boys and Girls Learn Differently that it's especially important for boys to be in classes of 20-25 students, but when that can't happen, a homeroom-type classroom will create an environment where students know there is an adult that cares about them and their success.

Tier:

<table>
<thead>
<tr>
<th>Activity - Advisor Training</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
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| Greenville High SIP 2015-16 | Greenville High School | © 2015 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.
Staff will be given a consistent set of expectations that will be followed during Academic Focus time. The training will include but not be limited to grading practices, progress reporting, week one lesson plans, and what are appropriate uses for the time. This will be an ongoing process as wrinkles emerge. The two Academic Focus Leads will spearhead the initiative and be the first line of defense when problems arise.

### Activity - Fall Kick Off

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<thead>
<tr>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
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</thead>
<tbody>
<tr>
<td>Communication</td>
<td>Tier 1</td>
<td>Implement</td>
<td>06/09/2014</td>
<td>06/10/2016</td>
<td>$500</td>
<td>Other</td>
<td>Mandy Schroeder, Jeff Wright, &amp; Bryan Ross</td>
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</table>

At the very beginning of the school year, students will be brought into the gym for a fun kick-off to establish what student behaviors will lead to success and what behaviors create positive climate. This will set a tone that academics and respectful behavior are a priority at GHS. It should be fun and up-beat, showing that the 2015-16 school year will focus on academics and a positive school climate. The School Climate Team will lead this assembly, with support from administration and the School Climate Team advisers.

### Activity - SRC School Visits

<table>
<thead>
<tr>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
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</thead>
<tbody>
<tr>
<td>Getting Ready</td>
<td>Tier 1</td>
<td>Getting Ready</td>
<td>03/26/2015</td>
<td>06/10/2016</td>
<td>$600</td>
<td>General Fund</td>
<td>Jeff Wright, Todd Oatley, Bryan Ross</td>
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</table>

A team of teacher leaders will volunteer to participate in a series of site visits to schools with SRC programs. They will create a report of their findings to share with the staff, as well as recommendations on how to move forward. They will also research best practices in restorative justice to build protocols before implementation.

**Strategy 2:**

Student Responsibility Center/ In-house Suspension - We will send a team of GHS staff and administrators to visit other school with SRC programs/ In-House Suspension to study the following things: how it is funded, how effective it has been, who runs the program, and how students are brought back into the community after conflict.

Research Cited: Understanding Poverty by Ruby Payne.

Tier: Tier 1

**Measurable Objective 2:**

Collaborate to provide counseling and social work services to at-risk students by 06/10/2016 as measured by graduation rates.

**Strategy 1:**

Counselors and Social Workers - Two thirds of the counselors' salaries and twenty percent of the social worker's salary will be funded by 31a at-risk funds.

Research Cited: According to the American Counseling Association, masters-level, credentialed school counselors work with students in academic development, social
and emotional skill development, and college/career development. Their work supports student success through education in these domains, improvement of skills, reduction of stress, and improvement in mental health functioning. School counselors, due to their training, experience and accessibility are considered to be the best equipped school-based professionals to develop and implement both prevention and intervention programs for youth at risk. (12)


Tier: Tier 1

<table>
<thead>
<tr>
<th>Activity - Counselor and Social Work Support</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
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</thead>
<tbody>
<tr>
<td>Counselors and social workers will support at-risk students with their individual needs, whether it be through behavioral or academic support. This will be on a case-by-case basis.</td>
<td>Behavioral Support Program, Academic Support Program</td>
<td>Tier 2</td>
<td>Implement</td>
<td>08/28/2015</td>
<td>06/10/2016</td>
<td>$212884</td>
<td>Section 31a</td>
<td>John Gilchrist, Cherie Stafford, Mandy Schroeder, Tammy Kemp, Marsha Converse</td>
</tr>
</tbody>
</table>
## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### Other

<table>
<thead>
<tr>
<th>Activity Name</th>
<th>Activity Description</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall Kick Off</td>
<td>At the very beginning of the school year, students will be brought into the gym for a fun kick-off to establish what student behaviors will lead to success and what behaviors create positive climate. This will set a tone that academics and respectful behavior are a priority at GHS. It should be fun and up-beat, showing that the 2015-16 school year will focus on academics and a positive school climate. The School Climate Team will lead this assembly, with support from administration and the School Climate Team advisers.</td>
<td>Communication</td>
<td>Tier 1</td>
<td>Implement</td>
<td>06/09/2014</td>
<td>06/10/2016</td>
<td>$500</td>
<td>Mandy Schroeder, Jeff Wright, &amp; Bryan Ross</td>
</tr>
</tbody>
</table>

### General Fund

<table>
<thead>
<tr>
<th>Activity Name</th>
<th>Activity Description</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>SRC School Visits</td>
<td>A team of teacher leaders will volunteer to participate in a series of site visits to schools with SRC programs. They will create a report of their findings to share with the staff, as well as recommendations on how to move forward. They will also research best practices in restorative justice to build protocols before implementation.</td>
<td>Getting Ready</td>
<td>Tier 1</td>
<td>Getting Ready</td>
<td>03/26/2015</td>
<td>06/10/2016</td>
<td>$600</td>
<td>Jeff Wright Todd Oatley Bryan Ross</td>
</tr>
<tr>
<td>Legacy Learning Licenses</td>
<td>Staff will purchase 60 Edgenuity licenses for students to access the program at home or at Legacy Learning. The number of licenses purchased and used will be monitored by the Legacy Learning dean. These licenses will allow students who are at-risk of not graduating to recover skills and class credit. The GACF will be providing $25,000 to the purchase of licenses for this school year. The balance will be covered by the General Fund.</td>
<td>Technology</td>
<td>Tier 2</td>
<td>Implement</td>
<td>07/01/2015</td>
<td>07/01/2016</td>
<td>$5000</td>
<td>Chief Academic Officer Dean of Legacy Learning</td>
</tr>
</tbody>
</table>
### Academic Focus Time
All students will use the 20 minutes of Academic Focus time to either read a book/magazine of choice or seek help in a class where they are doing poorly. Students will be either studying, working with a teacher directly, or reading each day. To support this initiative, there will need to be High Interest, Low Level reading materials for our Special Education students and our reluctant readers.

### Edgenuity licenses for Credit Recovery
On-line credit and skill recovery programming will help students meet the Michigan Merit Curriculum requirements. These classes which need access to computers and/or wireless Internet can be offered after school, during school, or as a teacher's sixth hour assignment. The district will need to purchase 20 licenses through Edgenuity to support students' work online.

### Satterlee Edgenuity Licenses
School staff will purchase 25 Edgenuity licenses to support students who are pursuing credit recovery at the Satterlee site. Students will be able to access this program at home or at the building.

### Customized PD through the VanAndel Institute
Van Andel Institute professional development programs (VAEI) are based on research findings that science is best learned through the process of inquiry. This supports the Science department's move towards implementing the Next Generation Science Standards and aligning with the Common Core Curriculum. The Van Andel instructors both model lessons and observe GHS teachers, giving feedback about how to implement best practices in scientific thinking. This is year three of a five-year commitment.

<table>
<thead>
<tr>
<th>Activity Name</th>
<th>Activity Description</th>
<th>Activity Type</th>
<th>Tier</th>
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<th>Begin Date</th>
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<th>Resource Assigned</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
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<td>All students will use the 20 minutes of Academic Focus time to either read a book/magazine of choice or seek help in a class where they are doing poorly. Students will be either studying, working with a teacher directly, or reading each day. To support this initiative, there will need to be High Interest, Low Level reading materials for our Special Education students and our reluctant readers.</td>
<td>Academic Support Program</td>
<td>Tier 1</td>
<td>Monitor</td>
<td>09/02/2013</td>
<td>06/10/2016</td>
<td>$5000</td>
<td>Kim Bell, Laura Pleune, Nicole Norburg</td>
</tr>
<tr>
<td>Edgenuity licenses for Credit Recovery</td>
<td>On-line credit and skill recovery programming will help students meet the Michigan Merit Curriculum requirements. These classes which need access to computers and/or wireless Internet can be offered after school, during school, or as a teacher's sixth hour assignment. The district will need to purchase 20 licenses through Edgenuity to support students' work online.</td>
<td>Academic Support Program</td>
<td>Tier 2</td>
<td>Implement</td>
<td>09/03/2013</td>
<td>07/01/2016</td>
<td>$9400</td>
<td>Jeff Wright, Laura Pleune</td>
</tr>
<tr>
<td>Satterlee Edgenuity Licenses</td>
<td>School staff will purchase 25 Edgenuity licenses to support students who are pursuing credit recovery at the Satterlee site. Students will be able to access this program at home or at the building.</td>
<td>Technology</td>
<td>Tier 2</td>
<td>Implement</td>
<td>07/01/2015</td>
<td>07/01/2016</td>
<td>$12500</td>
<td>Chief Academic Officer</td>
</tr>
<tr>
<td>Customized PD through the VanAndel Institute</td>
<td>Van Andel Institute professional development programs (VAEI) are based on research findings that science is best learned through the process of inquiry. This supports the Science department's move towards implementing the Next Generation Science Standards and aligning with the Common Core Curriculum. The Van Andel instructors both model lessons and observe GHS teachers, giving feedback about how to implement best practices in scientific thinking. This is year three of a five-year commitment.</td>
<td>Professional Learning</td>
<td>Implement</td>
<td></td>
<td>09/02/2013</td>
<td>06/15/2018</td>
<td>$5000</td>
<td>Joyce Zimmer and the Chief Academic Officer</td>
</tr>
<tr>
<td>Planned Collaboration with Instructional Coach</td>
<td>Teacher leaders will utilize cognitive coaching training to mediate thinking and assist instruction in differentiation and other research-based best practices in reading. The coach will be available to observe teachers, provide feedback, and model effective teaching strategies in the classroom. School staff will be trained and supported in teaching best practices that focus on strategies including but not limited to scaffolding, vocabulary building, modeling, inference, and critical thinking. Guest teachers will provide coverage as needed for either the coach or the classroom teacher. The coach will provide students with extra reading support during AF. The instructional coach will keep an activity log that will be available to both staff and administration upon request.</td>
<td>Professiona l Learning</td>
<td>Tier 2</td>
<td>Monitor</td>
<td>06/30/2012</td>
<td>06/10/2016</td>
<td>$4000</td>
<td>Mitch McMahon Chief Academic Officer</td>
</tr>
<tr>
<td>Learning Labs</td>
<td>Teachers will participate in Learning Labs with teachers modeling best practices in the workshop model. The group will have a pre-conference to discuss the aims of the lesson and a post-conference to process what’s been observed in the classroom.</td>
<td>Direct Instruction</td>
<td>Monitor</td>
<td>09/02/2013</td>
<td>06/10/2016</td>
<td>$1500</td>
<td>Mitch McMahon Elizabeth Nelson Amy Lardie</td>
<td></td>
</tr>
<tr>
<td>LCN Membership &amp; Substitute Coverage</td>
<td>The high school Literacy Coach will attend Literacy Coaches Network (LCN) through the Kent ISD for five sessions each year. By participating, the coach will become familiar with best practices in the teaching of reading and bring those back to the entire high school.</td>
<td>Professiona l Learning</td>
<td>06/30/2013</td>
<td>06/10/2016</td>
<td>$1100</td>
<td>Mitch McMahon &amp; the Chief Academic Officer</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professional Development- Best Practices</td>
<td>Math teachers will have specific professional development to learn researched best practices in the field of mathematics. An expert such as Dan Fouch will come in and coach high school math teachers. He will provide professional development, as well as observing classrooms as teachers implement these strategies. This will build on work done in the 2014-15 school year.</td>
<td>Professiona l Learning</td>
<td>Monitor</td>
<td>08/25/2014</td>
<td>06/10/2016</td>
<td>$4000</td>
<td>Teresa Erspamer &amp; the Chief Academic Officer</td>
<td></td>
</tr>
<tr>
<td>Common Core Problem-Solving/ Ionia County Math Coherence Institute</td>
<td>The math department will implement math tasks in all math classes that support the development of the eight CCSS Mathematical Practices and engage students in problem-solving activities. Teachers will need both time and training to collaborate with special education instructors and each other to create these activities for every math course. They will also need modeling of what flexible grouping could look like at the secondary level.</td>
<td>Professiona l Learning</td>
<td></td>
<td></td>
<td></td>
<td>$2000</td>
<td>Teresa Erspamer, Jeff Wright, &amp; the Chief Academic Officer</td>
<td></td>
</tr>
<tr>
<td>Activity Name</td>
<td>Activity Description</td>
<td>Activity Type</td>
<td>Tier</td>
<td>Phase</td>
<td>Begin Date</td>
<td>End Date</td>
<td>Resource Assigned</td>
<td>Staff Responsibility</td>
</tr>
<tr>
<td>-------------------------------------</td>
<td>---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
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<td>---------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Literacy Coaching Network-Team Teaching</td>
<td>Team teachers will participate in the Literacy Coaches Network through the Kent ISD. Through participation and experimentation in the classroom, this teacher leader will implement best practices to prepare for the rigor of the Common Core Curriculum.</td>
<td>Professional Learning</td>
<td></td>
<td></td>
<td>09/02/2013</td>
<td>06/10/2016</td>
<td>$2200</td>
<td>Lyndy Harrison, Elizabeth Gates, Mitch McMahon</td>
</tr>
<tr>
<td>K-12 Curriculum Alignment/Observations</td>
<td>To create a streamlined math experience for students, math teachers K-12 will meet to discuss and to align curriculum to the CCSS and find where gaps in instruction occur. This could be done during a series of Professional Development days provided by an outside expert in best practices in math instruction. Teachers from various buildings could observe each other in the classroom to see the progression of math instruction in our district and learn from each other. The cost of this activity includes the cost of substitutes to allow teachers to get into other classrooms.</td>
<td>Professional Learning</td>
<td></td>
<td>Implement</td>
<td>08/20/2014</td>
<td>06/10/2016</td>
<td>$1700</td>
<td>Teresa Erspamer, Jeff Wright, &amp; the Chief Academic Officer</td>
</tr>
<tr>
<td>Advisor Training</td>
<td>Staff will be given a consistent set of expectations that will be followed during Academic Focus time. The training will include but not be limited to grading practices, progress reporting, week one lesson plans, and what are appropriate uses for the time. This will be an ongoing process as wrinkles emerge. The two Academic Focus Leads will spearhead the initiative and be the first line of defense when problems arise.</td>
<td>Professional Learning</td>
<td></td>
<td>Implement</td>
<td>06/09/2014</td>
<td>06/10/2016</td>
<td>$0</td>
<td>Kim Bell, Nicole Norburg, and the School Improvement Chairperson</td>
</tr>
<tr>
<td>Career Center Slots</td>
<td>Students who qualify will spend half of their school day at the Montcalm Career Center. These students will be trained in programs of their choosing. This training will translate into workplace readiness.</td>
<td>Career Preparation/Orientation</td>
<td>Tier 2</td>
<td>Implement</td>
<td>09/08/2015</td>
<td>06/10/2016</td>
<td>$100000</td>
<td>Jeff Wright Counseling Staff</td>
</tr>
</tbody>
</table>
## PSAT Testing--Sophomores
All sophomores will take the PSAT as a benchmark for identifying students who are not college or career ready yet. With early feedback, staff can provide interventions and the data will be information to students, too.

<table>
<thead>
<tr>
<th>Evaluation Tier 1</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
</tr>
</thead>
<tbody>
<tr>
<td>03/26/2015</td>
<td>06/11/2016</td>
<td>$4200</td>
<td>Jeff Wright</td>
</tr>
</tbody>
</table>

## Satterlee Alternative Education
Teacher and two paraprofessionals will customize instructional delivery to meet the needs of alternative students who may otherwise be unable to remain in the traditional setting due to behavior. This activity will help both Math and ELA students complete the Michigan Merit Curriculum and give them the specialized support that they need.

<table>
<thead>
<tr>
<th>Academic Support Program</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
</tr>
</thead>
<tbody>
<tr>
<td>08/24/2015</td>
<td>06/10/2016</td>
<td>$130000</td>
<td>Jeff Wright</td>
</tr>
</tbody>
</table>

## Counselor and Social Work Support
Counselors and social workers will support at-risk students with their individual needs, whether it be through behavioral or academic support. This will be on a case-by-case basis.

<table>
<thead>
<tr>
<th>Behavioral Support Program, Academic Support Program</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
</tr>
</thead>
<tbody>
<tr>
<td>08/28/2015</td>
<td>06/10/2016</td>
<td>$212884</td>
<td>John Gilchrist, Cherie Stafford, Mandy Schroeder, Tammy Kemp, Marsha Converse</td>
</tr>
</tbody>
</table>

## GPS Legacy Learning
Teachers will teach, mentor, and support at risk students with their individual learning through behavior and academic support. Courses will be facilitate through Edgenuity, which is an online learning management system.

<table>
<thead>
<tr>
<th>Technology</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
</tr>
</thead>
<tbody>
<tr>
<td>08/24/2015</td>
<td>06/10/2016</td>
<td>$130000</td>
<td>Todd Oatley, Jeff Wright, Laura Pleune</td>
</tr>
</tbody>
</table>

### Title II Part D

<table>
<thead>
<tr>
<th>Activity Name</th>
<th>Activity Description</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>E-books for non-fiction in the HS Media Center</td>
<td>Currently, many of our non-fiction titles are dated. The media center will provide students and teachers access to up-to-date books and essays that can be down-loaded on to various devices. The purchase of license through Follett and/or Rainbow Books will allow multiple students access to over 100,000 titles. This activity will allow teachers in all disciplines to expose students to non-fiction, which is a major focus of the National Common Core Standards.</td>
<td>Technology</td>
<td>Tier 2</td>
<td>Implement</td>
<td>06/30/2013</td>
<td>06/10/2016</td>
<td>$5000</td>
<td>Laura Pleune &amp; the Chief Academic Officer</td>
</tr>
</tbody>
</table>