



School Improvement Plan

Chippewa Valley Adult and Mohegan Alt. Educ.

Chippewa Valley Schools

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Introduction

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

Improvement Plan Assurance

Introduction

During the 2018-2019 school year, schools will have two options for Goals and Plans. 1. Update Goals and Plans, if necessary, based on analysis of data and Program Evaluation; 2. Complete and upload the Abbreviated Goals and Plans template into ASSIST, based on analysis of data and Program Evaluation.

Improvement Plan Assurance

Label	Assurance	Response	Comment	Attachment
1.	Which option was chosen for Goals and Plans?	Goals and Plans in ASSIST	See Goals and Plans in ASSIST	

MHS 2018-2019 Plan for School Improvement Plan

Overview

Plan Name

MHS 2018-2019 Plan for School Improvement Plan

Plan Description

Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Students at Mohegan High School will show improvement in reading and language usage skills.	Objectives: 1 Strategies: 2 Activities: 11	Academic	\$50300
2	All Mohegan High School students will show improvement in mathematical performance.	Objectives: 1 Strategies: 2 Activities: 6	Academic	\$10300
3	All stakeholders will contribute to a diverse environment that provides opportunities for improvements on attitude and motivation toward learning	Objectives: 1 Strategies: 3 Activities: 9	Organizational	\$500

Goal 1: Students at Mohegan High School will show improvement in reading and language usage skills.

Measurable Objective 1:

A 5% increase of All Students will demonstrate a proficiency in reading comprehension in Reading by 06/14/2019 as measured by the district ELA benchmark assessment and MSTEP/SAT.

Strategy 1:

Multi-Tiered System of Support (MTSS) for Reading - Instructional and support staff will be trained to implement research-based interventions such as: Read 180 and System 44. Staff will also be trained in progress monitoring and using data to drive interventions. All teachers will incorporate reading process strategies into lessons regularly.

Category: English/Language Arts

Research Cited: Afflerbach, P. Pearson, P.D., & Paris, S.G. (2008) Clarifying differences between reading skills and reading strategies. *The Reading Teacher*, 61, 363-373.

"All about Adolescent Literacy: Resources for Parents and Educators of kids in grades 4-12." AdLit.org . Ann B. and Thomas L. Friedman Family Foundation and Carnegie Corporation of New York, n.d. Web. 24 May 2013. <http://www.adlit.org/strategy_library/>.

Beer, K., & Probst, R. (2013) *Notice and Note: Strategies for Close Reading*. Portsmouth, NH: Heinemen.

Calkins, C., Ehrenworth, M., & Lehman, C. (2012) *Pathways to the common core: Accelerated Achievement*. Portsmouth, NH: Heinemann
Common Core Standards Initiatives www.corestandards.org

Tier: Tier 2

Activity - Reading Process: "Before" Activities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Strategies that are used to activate the prior knowledge of each student and set a purpose for reading. Teachers will ensure that students are given the opportunity to apply 3 of the following 12 strategies in class each trimester. Anticipation Guide Collaborative-Strategic-Reading Learning Logs Concept Sorts First Lines Frayer Model List-Group-Label Listen-Read-Discuss Mnemonics Peer-Assisted Learning Strategy (PALS) Possible Sentences Think Alouds Think-Pair-Share	Direct Instruction, Supplemental Materials	Tier 2	Monitor	09/08/2015	06/14/2019	\$0	No Funding Required	All staff
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Activity - Reading Process: "During" Activities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will ensure that students are given the opportunity to apply 5 of the following 22 strategies that are designed to help each student make connections, monitor their understanding, formulate questions, and stay focused, each trimester Concept Maps Directed Reading Thinking Activity (DRTA) Double-Entry Journals Inferential Reading Inquiry Chart Jigsaw Monitoring/Clarifying Paired Reading Paragraph Shrinking Partner Reading Power Notes Prediction Relay Reading Guides Reciprocal Teaching Seed Discussions Selective Highlighting Semantic Feature Analysis Story Maps Structured Notetaking SQ3R Text Structure Word Hunts	Direct Instruction, Materials	Tier 2	Monitor	09/08/2015	06/14/2019	\$0	No Funding Required	All staff

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Activity - Reading Process: "After" Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will ensure that students are given the opportunity to apply 2 of the following 6 strategies that provide each student "an opportunity to summarize, question, reflect, discuss, and respond to text" (http://www.adlit.org), each trimester.	Direct Instruction, Materials, Supplemental Materials	Tier 2	Monitor	09/08/2015	06/14/2019	\$0	No Funding Required	All staff
Activity - Purchase and Implement MTSS reading intervention programs and supplies/materials to monitor reading achievement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
MHS will continue to utilize Read 180 program and modify with the additional use and purchase of System 44. Progress monitoring will be implemented to ensure identified At-Risk students make adequate progress.	Technology , Academic Support Program	Tier 2	Implement	09/04/2018	06/14/2019	\$10000	Section 31a	All Teachers; Building principal; Data specialist; Interventionist
Activity - Instructional Support Reading: At-Risk Intervention Support Staff	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A certified teacher will (Academic Interventionist) will provide instructional support in literacy to at-risk students during the regular school day to increase student achievement.	Academic Support Program	Tier 2	Getting Ready	09/04/2018	06/14/2019	\$30000	Section 31a	Director of grants; Building Principal; Intervention Specialist
Activity - School Data Reviews	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
MHS will conduct 3 or more data reviews per school year. During a data review meeting, staff are ale to use a continual problem solving model in conjunction with NWEA MAP assessments to differentiate instruction for students' specific needs	Academic Support Program	Tier 2	Implement	09/04/2018	06/14/2019	\$0	General Fund	All staff; Educational Services; Data specialist
Activity - Progress Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be trained in the implementation of progress monitoring assessments and will use this data for differentiated instruction. Students will use data binders (portfolios) to track their own progress and develop personal goals.	Curriculum Development	Tier 1	Implement	09/04/2018	06/14/2019	\$300	General Fund	Teachers; Building Administrator; All staff

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(shared) Strategy 2:

Reading Comprehension - Teachers will incorporate reading strategies, vocabulary enrichment, and a variety of texts into regular lessons in order to improve reading skills, comprehension, and learning gaps.

Category: English/Language Arts

Tier: Tier 2

Activity - READ 180	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will determine deficiency in identified students, and those students will take the Read 180 course as an intervention and improve reading comprehension	Academic Support Program	Tier 3	Monitor	03/20/2017	06/14/2019	\$10000	Other	Building Principal; Read 180 Teachers

Activity - Purpose	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will learn the purpose behind what they read - both literature and informational texts - involving audience, genre, craft/structure/perspective, etc.	Supplemental Materials	Tier 2	Monitor	09/08/2015	06/14/2019	\$0	No Funding Required	English Teachers; All teachers

Activity - Vocabulary Acquisition and Use	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will learn and develop vocabulary both in context and in relation to subject area.	Direct Instruction, Supplemental Materials	Tier 2	Monitor	09/01/2015	06/14/2019	\$0	No Funding Required	All Teachers

Activity - Interpretation and Analysis	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will interpret and analyze reading material from a variety of sources and genres in all classes	Direct Instruction, Supplemental Materials	Tier 2	Monitor	09/08/2015	06/14/2019	\$0	No Funding Required	All Teachers

Goal 2: All Mohegan High School students will show improvement in mathematical performance.

Measurable Objective 1:

A 3% increase of All Students will demonstrate a proficiency in mathematical computations in Mathematics by 06/14/2019 as measured by NWEA/MSTEP/SAT.

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Strategy 1:

Math Curriculum and Assessment Alignment - Math curriculum and assessment will be aligned with the State Standards through district curriculum mapping and implementation of our core mathematics programs. Teachers will also be provided training on how to create and use appropriate assessments- both formative and summative.

Category: Mathematics

Research Cited: ASCD EduCore website - <http://educore.ascd.org>

Common Core Standards Initiative - www.corestandards.org

Tier: Tier 2

Activity - Consumer Math Revision	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The math curriculum in "Consumer Math" will be reviewed and updated to become "Personal Finance" and potentially connect it to Economics so students can see interdisciplinary connections and relevance.	Curriculum Development	Tier 2	Getting Ready	09/04/2018	06/14/2019	\$0	Other	Math Curriculum Leaders; Math Teachers
Activity - Align Mathematical Instructional Areas Directly with Correlated Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Review curriculum and focus teaching on the following areas: Statistics and Probability; Geometry; Operations and Algebraic Thinking; The Real and Complex Number Systems	Direct Instruction, Curriculum Development, Professional Learning	Tier 2	Implement	09/04/2018	06/14/2019	\$0	Other	Math Teachers; Math Curriculum Leaders
Activity - Math Curriculum Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
MHS Mathematics teachers will participate professional development on math interventions and will collaborate with district curriculum staff in order to enhance academic pathways, learning strategies and interventions to meet the needs of all high school students.	Direct Instruction, Curriculum Development, Teacher Collaboration, Academic Support Program	Tier 2	Getting Ready	09/04/2018	06/14/2019	\$0	Section 31a	Educational Services; Math Curricular Leaders; Math Teachers

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Strategy 2:

Multi-Tiered System of Support (MTSS) for Mathematics - Mathematics resources were reviewed for alignment with State Standards Instructional and support staff will be trained to implement research-based interventions.

Category: Mathematics

Research Cited: Jordan, N., (2007) The Need for Number Sense. Journal of Educational Leadership. ASCD

Kilpatrick, J., Swafford, J., & Findell, B. (Eds). (2001) Adding it up: Helping Children to Learn Mathematics. Washington, DC: National Academy Press

Tier: Tier 2

Activity - Progress Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be trained in the implementation of Progress Monitoring tool. Students will use data binders (portfolio) to track their progress and make personal goals.	Professional Learning, Supplemental Materials	Tier 2	Getting Ready	09/04/2018	06/14/2019	\$300	General Fund	Data specialist; Building Principal; Math teachers; all staff
Activity - Implementation of MTSS Math Intervention Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students identified as achieving below grade level in mathematics will be provided with a trimester course of math support, such as Math 180 - Algebra Foundations, during the school day. This class will scaffold the teaching in math classes and work with students to build math skills.	Academic Support Program	Tier 2	Getting Ready	09/04/2018	06/14/2019	\$10000	Section 31a	Educational Services; Building Principal; Academic Interventionist; Math Teachers
Activity - School Data Reviews	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
MHS will conduct 3 or more data reviews per school year. During a data review meeting, staff are able to use a continual problem solving model in conjunction with NWEA MAP and the Progress Monitoring Tool to differentiate instruction for students' specific needs.	Academic Support Program	Tier 2	Implement	09/04/2018	06/14/2019	\$0	General Fund	All staff; Educational Services

Goal 3: All stakeholders will contribute to a diverse environment that provides opportunities for improvements on attitude and motivation toward learning

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Measurable Objective 1:

collaborate to create a positive and productive environment conducive to learning by 06/14/2019 as measured by stakeholder surveys, discipline logs, and the intervention process.

Strategy 1:

School Policies and Culture - All staff and students at Mohegan High School will participate in the intervention procedure, which follows clearly defined steps designed to meet Restorative Justice Practices

Category: School Culture

Research Cited: Horner, R., Sugai, G & Lewis, T. (2015). Is School-wide Positive Behavior Support an Evidence-Based Practice?

<http://www.pbis.org/research/default.aspx>

"Restorative Practices Implementation Guide". Michigan Restorative Practices Trainers and Consultants (2017). MIRPTC.org

Thompson, Larry. Responsibility-Centered Discipline

Tier: Tier 2

Activity - Intervention Process	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will use various interventions and restorative justice practices with students to support academic and behavioral growth.	Behavioral Support Program, Policy and Process, Academic Support Program, Parent Involvement	Tier 2	Evaluate	09/08/2015	06/14/2019	\$0	No Funding Required	All staff
Activity - Teaching and Modeling Behavioral Expectations	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will teach and model expectations according to the PBIS model, which will include but will not be limited to: clear classroom and school expectations; pre- and post- behavioral monitoring; and positive behavioral recognition. Staff will also incorporate RCD.	Behavioral Support Program	Tier 2	Evaluate	09/08/2015	06/14/2019	\$0	No Funding Required	All staff
Activity - Resource Room	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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The resource room is operated by the building substitute teacher and offers support for academic and behavioral purposes.	Behavioral Support Program	Tier 3	Monitor	09/08/2015	06/14/2019	\$0	No Funding Required	Resource Room Teacher; All Teachers
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Activity - Positive School Climate	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will provide positive and visible recognition for quality work and behavior. This may include but will not be limited to: 42B awards; Student of the Month; Honor Roll/Academic excellence; honorary mentions at school meetings; "Popping In" award (for attendance) displaying student work; etc.	Behavioral Support Program	Tier 1	Evaluate	09/08/2015	06/14/2019	\$0	No Funding Required	All Staff

Activity - Culterally Responsive Teaching	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will participate in district-wide initiative to impact cultural consciousness in the learning environment: (i.e. "Trauma Informed Schools" training; Poverty workshops based on Ruby Payne; "Culturally Responsive Teaching, by Dr. Jay Marks" (Trainer of Trainers Program).	Behavioral Support Program, Other - Cultural Awareness, Professional Learning	Tier 2	Getting Ready	09/04/2018	06/14/2019	\$500	Section 31a	All Staff

Strategy 2:

Parent/Community Involvement - All staff and students at Mohegan High School will benefit from increased parent and community involvement and increased dialogue with all stakeholder groups. This would include phone calls home; parent meetings; guest speakers; field trips, etc.

Category: School Culture

Research Cited: Educator and education researcher: Baruti Kafele's work on the "Attitude Gap" regarding at-risk students. Research by "The Search Institute".

Tier: Tier 2

Activity - Mentoring Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will meet with like-peers and community mentors, while a staff member monitors. This may include but will not be limited to: small focus groups; college/trade/military/presentations or programs; field trips; volunteer/ community service opportunities.	Community Engagement	Tier 1	Monitor	09/01/2015	06/14/2019	\$0	No Funding Required	All staff

Activity - Family Outreach	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Staff will make increased effort to involve parents and family in their child's academic and social development.	Parent Involvement	Tier 2	Monitor	09/08/2015	06/14/2019	\$0	No Funding Required	All staff
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Strategy 3:

Classroom Culture & Student Engagement - Instructional staff will be trained to implement strategies such as: Kagan Cooperative Learning; Classroom Instruction That Works (CITW); Goal Setting; and completing Rich Performance Tasks

Category: Career and College Ready

Research Cited: "Classroom Instruction That Works"

"Kagan Cooperative Learning"

Tier: Tier 2

Activity - Training and Implementation of classroom Instruction That Works (CITW) Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will implement CITW strategies into their instructional practice to increase student engagement and learning. Teachers that have not been trained will be trained over 3 days throughout the school year.	Direct Instruction, Academic Support Program	Tier 1	Monitor	09/08/2015	06/14/2019	\$0	No Funding Required	All Teachers

Activity - Training and Implementation of Cooperative Learning Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional staff will implement Kagan Cooperative Learning Strategies.	Direct Instruction	Tier 1		09/04/2018	06/14/2019	\$0	Other	All Teachers

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Progress Monitoring	Teachers will be trained in the implementation of progress monitoring assessments and will use this data for differentiated instruction. Students will use data binders (portfolios) to track their own progress and develop personal goals.	Curriculum Development	Tier 1	Implement	09/04/2018	06/14/2019	\$300	Teachers; Building Administrator; All staff
School Data Reviews	MHS will conduct 3 or more data reviews per school year. During a data review meeting, staff are able to use a continual problem solving model in conjunction with NWEA MAP assessments to differentiate instruction for students' specific needs	Academic Support Program	Tier 2	Implement	09/04/2018	06/14/2019	\$0	All staff; Educational Services; Data specialist
Progress Monitoring	Teachers will be trained in the implementation of Progress Monitoring tool. Students will use data binders (portfolio) to track their progress and make personal goals.	Professional Learning, Supplemental Materials	Tier 2	Getting Ready	09/04/2018	06/14/2019	\$300	Data specialist; Building Principal; Math teachers; all staff
School Data Reviews	MHS will conduct 3 or more data reviews per school year. During a data review meeting, staff are able to use a continual problem solving model in conjunction with NWEA MAP and the Progress Monitoring Tool to differentiate instruction for students' specific needs.	Academic Support Program	Tier 2	Implement	09/04/2018	06/14/2019	\$0	All staff; Educational Services

Other

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Consumer Math Revision	The math curriculum in "Consumer Math" will be reviewed and updated to become "Personal Finance" and potentially connect it to Economics so students can see interdisciplinary connections and relevance.	Curriculum Development	Tier 2	Getting Ready	09/04/2018	06/14/2019	\$0	Math Curriculum Leaders; Math Teachers

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Training and Implementation of Cooperative Learning Strategies	Instructional staff will implement Kagan Cooperative Learning Strategies.	Direct Instruction	Tier 1		09/04/2018	06/14/2019	\$0	All Teachers
READ 180	Staff will determine deficiency in identified students, and those students will take the Read 180 course as an intervention and improve reading comprehension	Academic Support Program	Tier 3	Monitor	03/20/2017	06/14/2019	\$10000	Building Principal; Read 180 Teachers
Align Mathematical Instructional Areas Directly with Correlated Assessment	Review curriculum and focus teaching on the following areas: Statistics and Probability; Geometry; Operations and Algebraic Thinking; The Real and Complex Number Systems	Direct Instruction, Curriculum Development, Professional Learning	Tier 2	Implement	09/04/2018	06/14/2019	\$0	Math Teachers; Math Curriculum Leaders

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Mentoring Program	Students will meet with like-peers and community mentors, while a staff member monitors. This may include but will not be limited to: small focus groups; college/trade/military/presentations or programs; field trips; volunteer/ community service opportunities.	Community Engagement	Tier 1	Monitor	09/01/2015	06/14/2019	\$0	All staff
Resource Room	The resource room is operated by the building substitute teacher and offers support for academic and behavioral purposes.	Behavioral Support Program	Tier 3	Monitor	09/08/2015	06/14/2019	\$0	Resource Room Teacher; All Teachers
Positive School Climate	All staff will provide positive and visible recognition for quality work and behavior. This may include but will not be limited to: 42B awards; Student of the Month; Honor Roll/Academic excellence; honorary mentions at school meetings; "Popping In" award (for attendance) displaying student work; etc.	Behavioral Support Program	Tier 1	Evaluate	09/08/2015	06/14/2019	\$0	All Staff
Family Outreach	Staff will make increased effort to involve parents and family in their child's academic and social development.	Parent Involvement	Tier 2	Monitor	09/08/2015	06/14/2019	\$0	All staff
Training and Implementation of classroom Instruction That Works (CITW) Strategies	Teachers will implement CITW strategies into their instructional practice to increase student engagement and learning. Teachers that have not been trained will be trained over 3 days throughout the school year.	Direct Instruction, Academic Support Program	Tier 1	Monitor	09/08/2015	06/14/2019	\$0	All Teachers

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Intervention Process	All staff will use various interventions and restorative justice practices with students to support academic and behavioral growth.	Behavioral Support Program, Policy and Process, Academic Support Program, Parent Involvement	Tier 2	Evaluate	09/08/2015	06/14/2019	\$0	All staff
Vocabulary Acquisition and Use	Students will learn and develop vocabulary both in context and in relation to subject area.	Direct Instruction, Supplemental Materials	Tier 2	Monitor	09/01/2015	06/14/2019	\$0	All Teachers
Reading Process: "During" Activities	All teachers will ensure that students are given the opportunity to apply 5 of the following 22 strategies that are designed to help each student make connections, monitor their understanding, formulate questions, and stay focused, each trimester Concept Maps Directed Reading Thinking Activity (DRTA) Double-Entry Journals Inferential Reading Inquiry Chart Jigsaw Monitoring/Clarifying Paired Reading Paragraph Shrinking Partner Reading Power Notes Prediction Relay Reading Guides Reciprocal Teaching Seed Discussions Selective Highlighting Semantic Feature Analysis Story Maps Structured Notetaking SQ3R Text Structure Word Hunts	Direct Instruction, Materials	Tier 2	Monitor	09/08/2015	06/14/2019	\$0	All staff
Interpretation and Analysis	Students will interpret and analyze reading material from a variety of sources and genres in all classes	Direct Instruction, Supplemental Materials	Tier 2	Monitor	09/08/2015	06/14/2019	\$0	All Teachers

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Reading Process: "Before" Activities	Strategies that are used to activate the prior knowledge of each student and set a purpose for reading. Teachers will ensure that students are given the opportunity to apply 3 of the following 12 strategies in class each trimester. Anticipation Guide Collaborative-Strategic-Reading Learning Logs Concept Sorts First Lines Frayer Model List-Group-Label Listen-Read-Discuss Mnemonics Peer-Assisted Learning Strategy (PALS) Possible Sentences Think Alouds Think-Pair-Share	Direct Instruction, Supplemental Materials	Tier 2	Monitor	09/08/2015	06/14/2019	\$0	All staff
Purpose	Students will learn the purpose behind what they read - both literature and informational texts - involving audience, genre, craft/structure/perspective, etc.	Supplemental Materials	Tier 2	Monitor	09/08/2015	06/14/2019	\$0	English Teachers; All teachers
Reading Process: "After" Strategies	Teachers will ensure that students are given the opportunity to apply 2 of the following 6 strategies that provide each student "an opportunity to summarize, question, reflect, discuss, and respond to text" (http://www.adlit.org), each trimester.	Direct Instruction, Materials, Supplemental Materials	Tier 2	Monitor	09/08/2015	06/14/2019	\$0	All staff
Teaching and Modeling Behavioral Expectations	All staff will teach and model expectations according to the PBIS model, which will include but will not be limited to: clear classroom and school expectations; pre- and post- behavioral monitoring; and positive behavioral recognition. Staff will also incorporate RCD.	Behavioral Support Program	Tier 2	Evaluate	09/08/2015	06/14/2019	\$0	All staff

Section 31a

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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Math Curriculum Professional Development	MHS Mathematics teachers will participate professional development on math interventions and will collaborate with district curriculum staff in order to enhance academic pathways, learning strategies and interventions to meet the needs of all high school students.	Direct Instruction, Curriculum Development, Teacher Collaboration, Academic Support Program	Tier 2	Getting Ready	09/04/2018	06/14/2019	\$0	Educational Services; Math Curricular Leaders; Math Teachers
Culturally Responsive Teaching	Staff will participate in district-wide initiative to impact cultural consciousness in the learning environment: (i.e. "Trauma Informed Schools" training; Poverty workshops based on Ruby Payne; "Culturally Responsive Teaching, by Dr. Jay Marks" (Trainer of Trainers Program).	Behavioral Support Program, Other - Cultural Awareness, Professional Learning	Tier 2	Getting Ready	09/04/2018	06/14/2019	\$500	All Staff
Instructional Support Reading: At-Risk Intervention Support Staff	A certified teacher will (Academic Interventionist) will provide instructional support in literacy to at-risk students during the regular school day to increase student achievement.	Academic Support Program	Tier 2	Getting Ready	09/04/2018	06/14/2019	\$30000	Director of grants; Building Principal; Intervention Specialist
Implementation of MTSS Math Intervention Program	Students identified as achieving below grade level in mathematics will be provided with a trimester course of math support, such as Math 180 - Algebra Foundations, during the school day. This class will scaffold the teaching in math classes and work with students to build math skills.	Academic Support Program	Tier 2	Getting Ready	09/04/2018	06/14/2019	\$10000	Educational Services; Building Principal; Academic Interventionist; Math Teachers
Purchase and Implement MTSS reading intervention programs and supplies/materials to monitor reading achievement	MHS will continue to utilize Read 180 program and modify with the additional use and purchase of System 44. Progress monitoring will be implemented to ensure identified At-Risk students make adequate progress.	Technology, Academic Support Program	Tier 2	Implement	09/04/2018	06/14/2019	\$10000	All Teachers; Building principal; Data specialist; Interventionist