



School Improvement Plan

Hanover-Horton High School

Hanover-Horton Schools

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Horton, MI 49246-9683

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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.

Executive Summary

Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

High-school has a size of a little over 400 students and about 24 teachers. Hanover High-School is located about 15 minutes southwest of city of Jackson. In the past three years we have had administrator turnover and the staff has stayed stable. Diverse group of rural and lake communities as well as the villages of Hanover and Horton.

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

Mission statement: Creating a better world one student at a time.

Vision statement: The Hanover-Horton School District will maintain an exemplary learning environment, empowering our students to be successful in a global society. Moral character and academic achievement will be attained through strong leadership and quality instruction, enabling all students to reach their maximum potential in our safe and caring schools.

Revised Belief Statements

- We believe every student can learn.
- We believe personal achievement enhances self-worth.
- We believe in setting high expectations for all students.
- We believe all people have a basic right to be treated equitably and with dignity.
- We believe strong schools and strong community complement each other and lead to success for all.
- We believe everyone is entitled to live, learn and work in a safe and orderly environment.
- We believe a technologically-rich environment is necessary for 21st century learners.
- We believe honesty, responsibility, respect, kindness and healthy life styles are components of a well-educated student.
- We believe in continuous educational improvement and refuse to accept the status quo.

Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

Areas of achievement :

- HHHS met all of our SIP goals for our 2012-2013 school year involving Reading, Writing and Math contents specific.
- All content areas went up on MME scores by 5-9% each.
- Many academic all-state athletes
- Numerous journalism and writing awards earned
- Band/jazz band awards
- Athletic facilities award

Areas of striving improvements:

- State mandated targets for proficiency in all content areas
- Improving inquiry and reflection to delve into deeper thought and understanding of content
- Improve facilities
- Improve technologies
- Strive to maintain all of our achievements that have been accomplished

Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

Hanover-Horton High School is increasing the use of technology by purchasing several new computers, laptops, and district-wide wireless capability.

Improvement Plan Stakeholder Involvement

Introduction

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

Improvement Planning Process

Improvement Planning Process

Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.

Parents - Parents will be informed of the SIP through mailings and at parent nights at the beginning of the year. Feedback from parents will be accepted and used to improve the plan. Parents will take part in a brief survey at the parent night for feedback.

Staff - Teacher leaders, department chairs, and math and English teachers participated in the creation of the school improvement plan. Staff was elected by their peers to lead their respective departments. Those leaders were then designated to attend the Data Retreat. Other staff members were determined based on past school improvement goals. Teachers also rotate through the process. All staff members analyzed data prior to the smaller group attending Data Retreat. All staff members had a role in the process at various stages.

Students - Students are informed of the goals at the beginning of the year in guidelines/syllabi and introductions to the class. Student interest surveys were given with the EXPLORE and PLAN and also a Senior Survey to determine students needs and then incorporated into the SIP.

Describe the representations from stakeholder groups that participated in the development of the improvement plan and their responsibilities in this process.

Staff - Teacher leaders, department chairs, and math and English teachers participated in the creation of the school improvement plan. Staff was elected by their peers to lead their respective departments. Those leaders were then designated to attend the Data Retreat. Other staff members were determined based on past school improvement goals. Teachers also rotate through the process. All staff members analyzed data prior to the smaller group attending Data Retreat. All staff members had a role in the process at various stages. The department chairs will act as peer coaches and assist in the monitoring and implementation of the school improvement goals.

Explain how the final improvement plan was communicated to all stakeholders, and the method and frequency in which stakeholders receive information on its progress.

Students will be informed and take part in the fulfillment of the plan every quarter by all their teachers. Staff members will be assisted by department chairs and give feedback on the process including problems and students of concern every quarter. At the beginning of the school year training will take place advising staff on how to carry out SIP and activities within it. After completion of assignment peer coaches will discuss and give feedback every quarter. Parents will be informed through mailings and at school parent nights as well as on the school website.

School Data Analysis

Introduction

The School Data Analysis (SDA) is a diagnostic tool intended to facilitate rich and deep collaborative discussions among staff members about school data. The SDA can serve as a guide to determine a school's strengths, challenges, and directions for improvement based on an analysis of data and responses to a series of data related questions. This data collection and analysis process includes the identification of content area achievement gaps and reflections on causation. Please note that questions related to gaps and causes for a gap are marked with an asterisk (*). This diagnostic represents the various types of student data that should be continuously collected, reviewed, and analyzed in conjunction with other local school data. Completion of the SDA is required.

Student Enrollment Data

How do student enrollment trends affect staffing?

Enrollment trends affect staffing in a huge way. The number of students directly impacts the number of sections offered for courses and number of teachers necessary to operate a schedule.

How do student enrollment trends affect staff recruitment?

Over the past few years we have not hired any new staff because our current staff was capable of running an efficient schedule with class size limits. We are at the point where if any teacher retires or leaves that we would need to hire a replacement. Our staff size is at the absolute minimum necessary to run the schedule with full time status.

How do student enrollment trends affect budget?

Enrollment trends affect the budget in a major way because the smaller our school gets will eventually lead to less programs offered, both curricular and extracurricular. We are operating at the most efficient we can possibly operate given our student enrollment. If enrollment continues to drop it will have a negative impact on our school and drastically impact a student's experience at Hanover-Horton.

How do student enrollment trends affect resource allocations?

Student enrollment trends affect resource allocations in a rational manner. Any purchase made has much thought and debate put in so that we are using our resources in the most productive way possible. Priority items pertaining to student learning are placed high on the allocation list. However, the smaller our school becomes, the less we have the ability to purchase necessary items for student learning. Enrollment impacts our student programs in a substantial negative manner.

How do student enrollment trends affect facility planning and maintenance?

Student enrollment affects our facility planning and maintenance by limiting the fund balance which in turn limits what we can purchase for facility updates and emergencies. We are fortunate to have a sinking fund that helps offset the cost to the district by purchasing equipment that helps keep our buildings and classrooms functional and conducive for student learning.

How do student enrollment trends affect parent/guardian involvement?

Parent/guardians have a huge impact on our school. If our enrollment continues to drop, then we have less parent/guardians available to help with our many student programs. Furthermore, if our parents/guardians are not available to help, then our student programs get dropped which has a negative impact on the school culture and experience.

How do student enrollment trends affect professional learning and/or public relations?

We are continually striving to improve our professional learning and public relations with our stakeholders. The major impact student enrollment trends have on these two areas would be disrupting the available funding we currently devote towards both professional learning and public relations. We are still going to have our professional development in place and act on our public relation guidelines regardless of the number of students we have.

What are the challenges you noticed based on the student enrollment data?

There are many challenges that have occurred because of student enrollment data. One challenge has been trying to maintain student programs without negatively impacting our school finances. Another challenge is predicting how to staff the school so we can offer our students as many programs as possible without being detrimental to the culture and environment. Thirdly, we are constantly looking at areas in the school where we can cut costs. With smaller enrollments we have to be even more strict with finances, and unfortunately, we have to place priorities on programs.

What action(s) will be taken to address these challenges?

We have taken many actions already to address and resolve these challenges. One action has been to do due diligence with strategic planning for future programs and how to maintain or improve existing programs. Another action has been to promote our school to the community in order to draw more students to our school so enrollment ceases to fall more than what it has over the past years. We also do our due diligence with our finances by logically determining whether or not a purchase is necessary for the district.

What are the challenges you noticed based on student attendance?

Challenges we noticed based on student attendance are knowing whether or not a student is truant, knowing whether or not a student has left our school, and knowing whether or not a student is sick or hospitalized if parents do not notify us.

What action(s) will be taken to address these challenges?

The simplest and most direct action we plan on taking this year would be to contact parents immediately if we notice a student missing more than one day at a time. If a student misses multiple nonconsecutive dates, then the attendance office will notify the appropriate people.

Student Achievement Data for All Students

This area includes data questions.

Which content area(s) indicate the highest levels of student achievement?

This past year we saw huge gains in all content areas, but the highest levels were in reading (62% proficient) and writing (61% proficient).

Which content area(s) show a positive trend in performance?

Writing, science, and mathematics all show a positive trend in performance since 2008 when the MME was introduced.

In which content area(s) is student achievement above the state targets of performance?

Mathematics, reading, science, social studies, and writing are all above the state targets of performance.

What trends do you notice among the top 30% percent of students in each content area?

Some trends that are noticed among the top 30% of students in each content area is as follows:

In mathematics, 63% were proficient. In science, 67% were proficient. In social studies, 67% were proficient. In reading, 85% were proficient. In writing, 96% were proficient. The high scores in reading and writing matches our highest content areas which validates our student scores.

What factors or causes contributed to improved student achievement?

This past year we started doing more reading and writing in all classes. During each trimester, students were given two reading and writing assignments that were to analyze critical thinking skills and demonstrate logical, coherent thoughts. With every class requiring these assignments, students completed a total of 36 reading and writing activities on the year. This will continue for this upcoming year with an added component of data analysis and inquiry attached to the reading and writing assignments.

How do you know the factors made a positive impact on student achievement?

Not only did the MME test scores improve drastically, about a 16% gain in writing alone, but their improvement on a daily basis with their classes was noticeable. By the end of the year, students were writing much better and reading deeper in the text. Our teachers have made many comments on the improve writing skills.

Which content area(s) indicate the lowest levels of student achievement?

Mathematics is the lowest level of student achievement at 30% proficient on the MME.

Which content area(s) show a negative trend in achievement?

Social studies is the content area showing a negative trend in achievement.

In which content area(s) is student achievement below the state targets of performance?

None of our content areas are below the state targets of performance.

What trends do you notice among the bottom 30% of students in each content area?

Some trends that are noticed among the bottom 30% of students in each content area is as follows:

In mathematics, 18% were proficient. In science, 15% were proficient. In social studies, 30% were proficient. In reading, 33% were proficient. In writing, 37% were proficient. The higher proficiency levels in reading and writing matches our highest content areas which validates our student scores.

What factors or causes contributed to the decline in student achievement?

One factor that contributed to the decline in student achievement is that 18% of the bottom 30% have accommodations with their testing and classes. Another factor associated with this group of students is interest level with the material. They tend not to spend a lot of time on school work.

How do you know the factors made a negative impact on student achievement?

The accommodated students struggle with similar content that other students do not struggle with. They take more time to process and the MME is a timed test that forces these students to guess on questions they could not finish in time.

What action(s) could be taken to address achievement challenges?

We have discussed having remediation time for students who struggle with class work, either before school, lunch, or after school. This would provide these students an opportunity to gain valuable knowledge and get the necessary help they do not get during the class period.

Subgroup Student Achievement

Statement or Question: Which subgroup(s) show a trend toward increasing overall performance?

Response:

- White
- Female

Statement or Question: For which subgroup(s) is the achievement gap closing?*

Response:

- Male

In what content areas is the achievement gap closing for these subgroups?*

The content areas where the achievement gap is closing is with social studies, reading, mathematics, and science over the past year.

How do you know the achievement gap is closing?*

We know the gap is closing because over the past year the male proficiency levels surpassed the female subgroup for the first time in three years.

What other data support the findings?

The past several years we have had very few male students in the top ten of the class. This year we have at least double what we have had.

What factors or causes contributed to the gap closing? (Internal and External)*

Motivation to do better has been a leading internal factor in closing the gap. Also, more emphasis has been placed on doing well in general to both genders.

How do you know the factors made a positive impact on student achievement?

We know the motivation factor has made a positive impact to both genders because of the massive improvement in scores since 2008.

What actions could be taken to continue this positive trend?

The major action to be taken is our theme of "expect more" this year. There are posters taped up over the school with these reminders to students, staff, and community in general to expect more from themselves. Hopefully this leads to even better motivation in all areas of the student experience.

Statement or Question: Which subgroup(s) show a trend toward decreasing overall performance?

Response:

- Female

Statement or Question: For which subgroup(s) is the achievement gap becoming greater?*

Response:

- Female

In what content areas is the achievement gap greater for these subgroups?*

The content areas where the achievement gap is greater are social studies, mathematics, and science.

How do you know the achievement gap is becoming greater?*

We know the achievement gap is becoming greater because the level of proficiency is declining.

What other data support the findings?*

Other data would be the number of top ten females is decreasing.

What factors or causes contributed to the gap increasing? (Internal and External)*

It is difficult to place one factor or cause on the gap increasing. We are constantly working on ways to increase student achievement for both genders.

How do you know the factors lead to the gap increasing?*

We cannot explain what the factors are and why they are leading to the gap increasing.

What actions could be taken to close the achievement gap for these students?*

One action that can be taken is to continue promoting the successes we have had over the past few years and make it well-known to expect more from the education they receive from Hanover-Horton.

How is each of the English Language Learners (ELLs) demographics achieving in comparison to the school aggregate?

We do not have an ELL demographic to determine a comparison.

How do you ensure that students with disabilities have access to the full array of intervention programs (Title 1, Title III, Section 31a, credit recovery programs, after-school programs, etc.)?

We have study skills classes, resource room classes, and team taught classes for students with disabilities to take per their IEP. These classes are designed to help students with disabilities to still have a similar learning environment so they can perform to their ability level.

How are students designated 'at risk of failing' identified for support services?

We use their IEP, 504 plans, or our student assistance team (SAT) to identify students for support services. This year our teachers will be meeting in their PLC groups to further identify students with weaknesses as to increase their learning environment.

What Extended Learning Opportunities are available for students (all grade configurations respond)?

We offer tutoring options with NHS students after school, teachers are available before school and after school, and we also offer students the opportunity to use electronic versions of our textbooks to further expand the educational value of our classes.

Label	Question	Value
	What percentages of students participate in Extended Learning Opportunities, either for additional support or increased challenge?	20.0

What is the school doing to inform students and parents of Extended Learning Opportunities?

The school is constantly informing students and parents of before school, lunch time, or after school help sessions.

Label	Question	Value
	What is the total FTE count of teachers in your school?	22.67

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Label	Question	Value
	How many teachers have been teaching 0-3 years?	1.0

Label	Question	Value
	How many teachers have been teaching 4-8 years?	4.0

Label	Question	Value
	How many teachers have been teaching 9-15 years?	16.0

Label	Question	Value
	How many teachers have been teaching >15 years?	2.0

What impact might this data have on student achievement?

We do not believe there is an impact on student achievement. We deem our faculty very competent with instructing students.

Label	Question	Value
	Indicate the total number of days for teacher absences due to professional learning or professional meetings.	26.0

Label	Question	Value
	Indicate the total number of days for teacher absences due to illness.	197.0

What impact might this data have on student achievement?

The impact this data might have had on student achievement is minimal because our teachers provide quality lesson plans while they are absent.

Perception Data - Students

Which area(s) indicate the highest overall level of satisfaction among students?

Athletics, band, and extra-curricular activities are the highest overall level of satisfaction among students.

Which area(s) show a positive trend toward increasing student satisfaction?

Athletics, band, and extra-curricular activities all show a positive trend with the satisfaction among students.

What area(s) indicate the lowest overall level of satisfaction among students?

Enforcement of rules is our lowest overall level of satisfaction.

Which area(s) show a trend toward decreasing student satisfaction?

Use of technology in the classroom is an area where the trend is decreasing.

What are possible causes for the patterns you have identified in student perception data?

Lack of technology available for students to utilize during the school day.

What actions will be taken to improve student satisfaction in the lowest areas?

We have recently renovated our building to be a wireless system for accessing the internet and apps. We have done professional development targeting the use of technology in the classroom, and will continue implementing technology professional development throughout the year. We have also added a new computer lab in the high school along with 30 new laptops for our pre-engineering program.

Perception Data – Parents/Guardians

Which area(s) indicate the overall highest level of satisfaction among parents/guardians?

Athletics, band, student performance levels, and extra-curricular activities are the highest overall level of satisfaction among parents.

Which area(s) show a trend toward increasing parents/guardian satisfaction?

Athletics, band, student performance levels, and extra-curricular activities all show increasing satisfaction from parents/guardians. We also have a very high percentage of school of choice students.

Which area(s) indicate the overall lowest level of satisfaction among parents/guardians?

We currently are implementing better methods of collecting parent/guardian feedback.

Which area(s) show a trend toward decreasing parents/guardian satisfaction?

We currently are implementing better methods of collecting parent/guardian feedback.

What are possible causes for the patterns you have identified in parent/guardian perception data?

We currently are implementing better methods of collecting parent/guardian feedback.

What actions will be taken to increase parent/guardian satisfaction in the lowest areas?

Upon the results from our surveys, we will take the necessary measures to increase parent/guardian satisfaction in our low areas.

Perception Data – Teachers/Staff

Which area(s) indicate the overall highest level of satisfaction among teachers/staff?

Pride in our MME results this past year created a high level of satisfaction among staff.

Which area(s) show a trend toward increasing teacher/staff satisfaction?

The vision of the administration and the new school improvement goals are showing an increasing trend in teacher/staff satisfaction.

Which area(s) indicate the lowest overall level of satisfaction among teachers/staff?

The increased accountability with less support from the State of Michigan. It is becoming more difficult to satisfy curriculum requirements, as well as other improvement areas, with less resources.

Which area(s) show a trend toward decreasing teacher/staff satisfaction?

The increased accountability with less support from the State of Michigan. It is becoming more difficult to satisfy curriculum requirements, as well as other improvement areas, with less resources.

What are possible causes for the patterns you have identified in staff perception data?

The increased accountability with less support from the State of Michigan. It is becoming more difficult to satisfy curriculum requirements, as well as other improvement areas, with less resources.

Other

How does your school use the MiPHY online survey health risk behavior results to improve student learning? (Enter N/A if you have not completed the MiPHY survey.)

We use the MiPHY results to help address risky behaviors so we can provide awareness to the students and parents. For example, the results from the bullying portion of the survey has identified areas in the school that are hot spots for bullying behavior. This will allow us to monitor those areas in order to lower bullying behaviors.

Describe how decisions about curriculum, instruction and assessment are made at this school and which stakeholders are involved in the process.

Decisions about curriculum, instruction and assessment are made through the use of surveys to students about elective classes they would like to take. Also, parents are asked about suggestions for improvements during parent-teacher conferences and informal conversation.

What evidence do you have to indicate the extent to which the standards are being implemented?

We have started to align our curriculum to the CCSS through curriculum guides and how the new standards will be implemented into the classroom. We have also identified areas of technology that will need to be improved in order to accommodate the necessary technology components. All of our departments are on board with changing over during the 2013-14 school year.

School Additional Requirements Diagnostic

Introduction

This diagnostic contains certification requirements for Michigan schools. This diagnostic must be completed by all schools.

School Additional Requirements Diagnostic

Label	Assurance	Response	Comment	Attachment
	Literacy and math are tested annually in grades 1-5.	Yes		

Label	Assurance	Response	Comment	Attachment
	Our school published a fully compliant annual report. (The Annual Education Report (AER) satisfies this). If yes, please provide a link to the report in the box below.	Yes	http://www.hanoverhorton.org/vnews/display.v/ART/4c6881ee619c7	

Label	Assurance	Response	Comment	Attachment
	Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.	Yes		

Label	Assurance	Response	Comment	Attachment
	Our school reviews and annually updates the EDPs to ensure academic course work alignment.	Yes		

Label	Assurance	Response	Comment	Attachment
	<p>The institution complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of this institution that no person on the basis of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status or disability shall be subjected to discrimination in any program, service or activity for which the institution is responsible, or for which it receives financial assistance from the U.S. Department of Education.</p> <p>References: Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, The Age Discrimination Act of 1975, The Americans with Disabilities Act of 1990, Elliott-Larsen prohibits discrimination against religion.</p>	Yes		

Label	Assurance	Response	Comment	Attachment
	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	John Denney Superintendent 10000 Moscow Rd. Horton, MI 49246 517-563-0100	

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Label	Assurance	Response	Comment	Attachment
	The institution has a School-Parent Involvement Plan (that addresses Section 1118 activities) that is aligned to the District's Board Policy. If yes, please attach the School-Parent Involvement Plan below.	No		

Label	Assurance	Response	Comment	Attachment
	The institution has a School-Parent Compact. If yes, please attach the School-Parent Compact below.	No		

Label	Assurance	Response	Comment	Attachment
	The School has additional information necessary to support your improvement plan (optional).	No		

2013-14

Overview

Plan Name

2013-14

Plan Description

2013-14 SIP

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students in Hanover-Horton High School will be proficient in reading.	Objectives: 4 Strategies: 4 Activities: 42	Academic	\$23950
2	All students in Hanover-Horton High School will be proficient in writing.	Objectives: 3 Strategies: 3 Activities: 35	Academic	\$19450
3	All students in Hanover-Horton High School will be proficient in science.	Objectives: 4 Strategies: 3 Activities: 30	Academic	\$14950

Goal 1: All students in Hanover-Horton High School will be proficient in reading.

Measurable Objective 1:

100% of All Students will demonstrate a proficiency from 62% to 65% in reading in English Language Arts by 06/06/2014 as measured by Spring 2014 MME.

Strategy 1:

Increased Reading - All staff will implement opportunities for students to read and the expectation of student reading will be increased.

Research Cited: Marzano, Robert J., Debra Pickering, and Jane E. Pollock. Classroom Instruction That Works: Research-based Strategies for Increasing Student Achievement. Alexandria, VA: Association for Supervision and Curriculum Development, 2001. Print.

Daston, Maryellen, J. Erin. Riehle, and Susie Rutkowski. High School Transition That Works!: Lessons Learned from Project SEARCH. N.p.: n.p., n.d. Print.

Block, Cathy Collins., and Sheri R. Parris. Comprehension Instruction: Research-based Best Practices. New York: Guilford, 2008. Print.

Activity - Peer Sharing/Coaching	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will meet for peer sharing/coaching pertaining to reading initiatives.	Getting Ready	08/26/2013	06/06/2014	\$500	Title II Part A	All staff and administration

Activity - Staff Samples	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide awareness and samples of what "meaning beyond literal" means in their classroom.	Getting Ready	08/26/2013	06/06/2014	\$500	Title II Part A	All staff and administrators

Activity - Student Reading	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will engage with a non-fictional article and provide a written response which will require them to interpret the text using high level thinking skills.	Implementation	08/26/2013	06/06/2014	\$250	Title II Part A	All staff and administration

Activity - RR English	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Resource room English for special education students.	Implementation	08/26/2013	06/06/2014	\$500	Special Education	All special education teachers and administration

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Activity - Peer Coaching	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school will implement peer coaching once a month to stay aware of other staff initiatives.	Monitor	08/26/2013	06/06/2014	\$1000	Title II Part A	All staff and administration
Activity - Staff Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff/ department meeting agenda topic.	Monitor	08/26/2013	06/06/2014	\$1000	Title II Part A	All staff and administration
Activity - IEP Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitor IEP for special education students to meet accommodations.	Monitor	08/26/2013	06/06/2014	\$1000	Special Education	All special education teachers and administration
Activity - Student Sample Collection	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Department chairs/administrators will collect student samples of staff reading initiatives; be specific if out of the class book.	Evaluation	08/26/2013	06/06/2014	\$500	Title II Part A	All staff and administration
Activity - Student Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will identify students of concern and have interventions throughout the year.	Evaluation	08/26/2013	06/06/2014	\$500	Title II Part A	All staff and administration
Activity - Transition Class	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Transition class in 9th grade.	Implementation	08/26/2013	06/06/2014	\$100	Title II Part A	All staff and administration
Activity - Students of Concern	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will discuss students of concern for possible interventions.	Evaluation	09/03/2013	06/06/2014	\$1000	Title II Part A	All staff and administration
Activity - Transition Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Evaluating student progress in the transition class.	Monitor	08/26/2013	06/06/2014	\$250	Title II Part A	Transition teacher and administration
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Measurable Objective 2:

100% of All Students will demonstrate a proficiency from 57% to 60% in reading R2.2 in English Language Arts by 06/06/2014 as measured by Spring of 2014 MME.

Strategy 1:

Meaning Beyond Literal - All staff will create and use materials focusing on meaning beyond literal for all high school students.

Research Cited: Block, Cathy Collins., and Sheri R. Parris. Comprehension Instruction: Research-based Best Practices. New York: Guilford, 2008. Print.

Santa, Carol Minnick., Lynn T. Havens, and Bonnie J. Valdes. Project CRISS: Creating Independence through Student-owned Strategies. Dubuque, IA: Kendall/Hunt, 2004. Print.

Marzano, Robert J., Debra Pickering, and Jane E. Pollock. Classroom Instruction That Works: Research-based Strategies for Increasing Student Achievement.

Alexandria, VA: Association for Supervision and Curriculum Development, 2001. Print

Activity - Staff Samples	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide awareness and samples of what "meaning beyond literal" means in their classrooms.	Professional Learning	08/26/2013	06/06/2014	\$500	Title II Part A	All staff and administrators

Activity - Peer Sharing/Coaching	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will meet for peer sharing/coaching pertaining to reading/writing initiatives.	Getting Ready	08/26/2013	06/06/2014	\$500	Title II Part A	All staff and administration

Activity - Student Reading	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will engage with a non-fictional article and provide a written response which will require them to interpret the text using high level thinking skills.	Implementation	08/26/2013	06/06/2014	\$250	Title II Part A	All staff and administration

Activity - RR English	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Resource room English for special education students.	Implementation	09/03/2013	06/06/2014	\$500	Special Education	All special education teachers and administration

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Activity - Peer Coaching	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school will implement peer coaching once a month to stay aware of other staff initiatives.	Monitor	08/26/2013	06/06/2014	\$1000	Title II Part A	All staff and administration
Activity - Staff Meeting	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff/ department meeting agenda topic.	Monitor	08/26/2013	06/06/2014	\$250	Title II Part A	All staff and administration
Activity - IEP Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitor IEP for special education students to meet accommodations.	Monitor	09/03/2013	06/06/2014	\$1000	Special Education	All special education teachers and administration
Activity - Student Sample Collection	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Department chairs/administrators will collect student samples of staff reading initiatives; be specific if out of the class book.	Evaluation	08/26/2013	06/06/2014	\$500	Title II Part A	All staff and administration
Activity - Student of Concern	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will discuss students of concern for possible interventions.	Evaluation	09/03/2013	06/06/2014	\$1000	Title II Part A	All staff and administration
Activity - Student Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will identify students of concern and have interventions throughout the year.	Evaluation	09/03/2013	06/06/2014	\$500	Title II Part A	All staff and administration

Measurable Objective 3:

100% of All Students will demonstrate a proficiency from 58% to 61% in reading L3.1 in English Language Arts by 06/06/2014 as measured by Spring of 2014 MME.

Strategy 1:

Close Literature - All staff will create and use materials on close literature reading for all high school students.

Research Cited: Marzano, Robert J., Debra Pickering, and Jane E. Pollock. Classroom Instruction That Works: Research-based Strategies for Increasing Student Achievement. Alexandria, VA: Association for Supervision and Curriculum Development, 2001. Print

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Daston, Maryellen, J. Erin. Riehle, and Susie Rutkowski. High School Transition That Works!: Lessons Learned from Project SEARCH. N.p.: n.p., n.d. Print.

Block, Cathy Collins., and Sheri R. Parris. Comprehension Instruction: Research-based Best Practices. New York: Guilford, 2008. Print.

Activity - Staff Samples	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide awareness and samples of what "meaning beyond literal" means in their classroom.	Professional Learning	08/26/2013	06/06/2014	\$500	Title II Part A	All staff and administrators
Activity - Peer Sharing/Coaching	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will meet for peer sharing/coaching pertaining to reading/writing initiatives.	Getting Ready	08/26/2013	06/06/2014	\$500	Title II Part A	All staff and administration
Activity - Student Reading	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will engage with a non-fictional article and provide a written response which will require them to interpret the text using high level thinking skills.	Implementation	09/03/2013	06/06/2014	\$250	Title II Part A	All staff and administration
Activity - Transition Class	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Transition class in 9th grade.	Implementation	08/26/2013	06/06/2014	\$100	Title II Part A	All staff and administration
Activity - RR English	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Resource room English for special education students.	Implementation	08/26/2013	06/06/2014	\$500	Title II Part A	All special education teachers and administration
Activity - Peer Coaching	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school will implement peer coaching once a month to stay aware of other staff initiatives.	Monitor	08/26/2013	06/06/2014	\$1000	Title II Part A	All staff and administration
Activity - Staff Meeting	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Staff/ department meeting agenda topic.	Monitor	08/26/2013	06/06/2014	\$250	Title II Part A	All staff and administration
Activity - IEP Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitor IEP for special education students to meet accommodations.	Monitor	09/03/2013	06/06/2014	\$1000	Special Education	All special education teachers and administration
Activity - Student Sample Collection	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Department chairs/administrators will collect student samples of staff reading initiatives; be specific if out of the class book.	Evaluation	08/26/2013	06/06/2014	\$500	Title II Part A	All staff and administration
Activity - Students of Concern	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will discuss students of concern for possible interventions.	Evaluation	08/26/2013	06/06/2014	\$1000	Title II Part A	All staff and administration
Activity - Student Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will identify students of concern and have interventions throughout the year.	Evaluation	09/03/2013	06/06/2014	\$500	Title II Part A	All staff and administration
Activity - Transition Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Evaluating student progress in the transition class.	Monitor	09/03/2013	06/06/2014	\$250	Title II Part A	All transition teachers and administration

Measurable Objective 4:

100% of All Students will complete a portfolio or performance reading activity in English Language Arts by 06/06/2014 as measured by school year.

Strategy 1:

Reading Skills - All staff will create and use materials focusing on meaning beyond literal for all high school students. All staff will create and use materials on close literature reading for all high school students.

Research Cited: Block, Cathy Collins., and Sheri R. Parris. Comprehension Instruction: Research-based Best Practices. New York: Guilford, 2008. Print.

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Marzano, Robert J., Debra Pickering, and Jane E. Pollock. Classroom Instruction That Works: Research-based Strategies for Increasing Student Achievement. Alexandria, VA: Association for Supervision and Curriculum Development, 2001. Print.

Santa, Carol Minnick., Lynn T. Havens, and Bonnie J. Valdes. Project CRISS: Creating Independence through Student-owned Strategies. Dubuque, IA: Kendall/Hunt, 2004. Print.

Activity - Staff Samples	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide awareness and samples of what "meaning beyond literal" means in their classroom.	Professional Learning	08/26/2013	06/06/2014	\$500	Title II Part A	All staff and administration

Activity - Peer Sharing/Coaching	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will meet for peer sharing/coaching pertaining to reading/writing initiatives.	Getting Ready	08/26/2013	06/06/2014	\$500	Title II Part A	All staff and administration

Activity - Student Reading	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will engage with a non-fictional article and provide a written response which will require them to interpret the text using high level thinking skills.	Implementation	09/03/2013	06/06/2014	\$250	Title II Part A	All staff and administration

Activity - Peer Coaching	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school will implement peer coaching once a month to stay aware of other staff initiatives.	Monitor	08/26/2013	06/06/2014	\$1000	Title II Part A	All staff and administration

Activity - Staff Meeting	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff/ department meeting agenda topic.	Monitor	08/26/2013	06/06/2014	\$250	Title II Part A	All staff and administration

Activity - Student Sample Collection	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Department chairs/administrators will collect student samples of staff reading initiatives; be specific if out of the class book.	Evaluation	08/26/2013	06/06/2014	\$500	Title II Part A	All staff and administration

Activity - Students of Concern	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Staff will discuss students of concern for possible interventions.	Evaluation	09/03/2013	06/06/2014	\$1000	Title II Part A	All staff and administration
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Activity - Student Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will identify students of concern and have interventions throughout the year.	Evaluation	09/03/2013	06/06/2014	\$500	Title II Part A	All staff and administration

Goal 2: All students in Hanover-Horton High School will be proficient in writing.

Measurable Objective 1:

100% of All Students will demonstrate a proficiency from 60% to 65% in writing in English Language Arts by 06/06/2014 as measured by Spring of 2014 MME.

Strategy 1:

Writing Activity - All staff will implement opportunities for students to write and the quality/consistency of student writing will be increased.

Research Cited: Daston, Maryellen, J. Erin. Riehle, and Susie Rutkowski. High School Transition That Works!: Lessons Learned from Project SEARCH. N.p.: n.p., n.d. Print.

Block, Cathy Collins., and Sheri R. Parris. Comprehension Instruction: Research-based Best Practices. New York: Guilford, 2008. Print.

Marzano, Robert J., Debra Pickering, and Jane E. Pollock. Classroom Instruction That Works: Research-based Strategies for Increasing Student Achievement.

Alexandria, VA: Association for Supervision and Curriculum Development, 2001. Print.

Activity - Peer Sharing/Coaching	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will meet for peer sharing/coaching pertaining to reading/writing initiatives.	Getting Ready	08/26/2013	06/06/2014	\$500	Title II Part A	All staff and administration

Activity - Student Reading	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will engage with a non-fictional article and provide a written response which will require them to interpret the text using high level thinking skills.	Implementation	08/26/2013	06/06/2014	\$500	Title II Part A	All staff and administration

Activity - Staff Samples	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Provide awareness and samples of what "purpose and audience" means in their classroom.	Getting Ready	08/26/2013	06/06/2014	\$500	Title II Part A	All staff and administration
Activity - Parent Information	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Information will be provided to parents about SIP goals.	Getting Ready	06/26/2013	08/30/2013	\$500	Title II Part A	All Staff and administration
Activity - RR English	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Resource room English for special education students.	Implementation	09/03/2013	06/06/2014	\$500	Special Education	All special education teachers and administration
Activity - Transition Class	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Transition class in 9th grade.	Implementation	08/26/2013	06/06/2014	\$100	Title II Part A	All transition teachers and administration
Activity - Peer Coaching	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school will implement peer coaching once a month to stay aware of other staff initiatives.	Monitor	08/26/2013	06/06/2014	\$1000	Title II Part A	All staff and administration
Activity - Staff Meeting	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff/ department meeting agenda topic.	Monitor	08/26/2013	06/06/2014	\$250	Title II Part A	All staff and administration
Activity - Transition Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Evaluating student progress in the transition class.	Monitor	09/03/2013	06/06/2014	\$250	Title II Part A	All transition teachers and administration
Activity - IEP Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Monitor IEP for special education students to meet accommodations.	Monitor	09/03/2013	06/06/2014	\$1000	Special Education	All special education teachers and administration
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Activity - Student Sample Collection	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Department chairs/administrators collect student samples of staff writing initiatives according to an approved rubric.	Evaluation	08/26/2013	06/06/2014	\$500	Title II Part A	All staff and administration

Activity - Student of Concern	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will discuss students of concern for possible interventions.	Evaluation	08/26/2013	06/06/2014	\$1000	Title II Part A	All staff and administration

Activity - Student Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will intervene with students of concern and have meetings throughout the year.	Evaluation	09/03/2013	06/06/2014	\$500	Title II Part A	All staff and administration

Measurable Objective 2:

100% of All Students will demonstrate a proficiency from 61% to 65% in writing W1.3 in English Language Arts by 06/06/2014 as measured by Spring of 2014 MME.

Strategy 1:

Purpose and Audience - All staff will create and use materials focusing on purpose and audience for all high school students.

Research Cited: Block, Cathy Collins., and Sheri R. Parris. *Comprehension Instruction: Research-based Best Practices*. New York: Guilford, 2008. Print.

Marzano, Robert J., Debra Pickering, and Jane E. Pollock. *Classroom Instruction That Works: Research-based Strategies for Increasing Student Achievement*.

Alexandria, VA: Association for Supervision and Curriculum Development, 2001. Print.

Daston, Maryellen, J. Erin. Riehle, and Susie Rutkowski. *High School Transition That Works!: Lessons Learned from Project SEARCH*. N.p.: n.p., n.d. Print.

Activity - Peer Sharing/Coaching	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will meet for peer sharing/coaching pertaining to writing initiatives.	Getting Ready	08/26/2013	06/06/2014	\$500	Title II Part A	All staff and administrators

Activity - Student Reading	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Students will engage with a non-fictional article and provide a written response which will require them to interpret the text using high level thinking skills.	Implementation	08/26/2013	06/06/2014	\$500	Title II Part A	All staff and administration
Activity - Staff Samples	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide awareness and samples of what "purpose and audience" means in their classroom.	Getting Ready	08/26/2013	06/06/2014	\$500	Title II Part A	All staff and administration
Activity - Parent Information	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Information will be provided to parents about SIP goals.	Getting Ready	06/26/2013	08/30/2013	\$500	Title II Part A	Administration
Activity - Transition Class	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Transition class in 9th grade.	Implementation	08/26/2013	06/06/2014	\$100	Title II Part A	All transition teachers and administration
Activity - RR English	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Resource room English for special education students.	Implementation	08/26/2013	06/06/2014	\$500	Special Education	All special education teachers and administration
Activity - Peer Coaching	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school will implement peer coaching once a month to stay aware of other staff initiatives.	Monitor	08/26/2013	06/06/2014	\$1000	Title II Part A	All staff and administration
Activity - Staff Meeting	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff/ department meeting agenda topic.	Monitor	08/26/2013	06/06/2014	\$250	Title II Part A	All staff and administration
Activity - Transition Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Evaluating student progress in the transition class.	Monitor	08/26/2013	06/06/2014	\$250	Title II Part A	All transition teachers and administration .
Activity - IEP Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitor IEP for special education students to meet accommodations.	Monitor	09/03/2013	06/06/2014	\$1000	Special Education	All special education teachers and administration .
Activity - Student Sample Collection	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Department chairs/administrators collect student samples of staff writing initiatives according to an approved rubric.	Evaluation	08/26/2013	06/06/2014	\$500	Title II Part A	All staff and administration .
Activity - Student of Concern	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will discuss students of concern for possible interventions.	Evaluation	09/03/2013	06/06/2014	\$1000	Title II Part A	All staff and administration .
Activity - Student Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will intervene with students of concern and have meetings throughout the year.	Evaluation	09/03/2013	06/06/2014	\$500	Title II Part A	All staff and administration .

Measurable Objective 3:

100% of All Students will complete a portfolio or performance of writing activities every nine weeks in English Language Arts by 06/06/2014 as measured by school year.

Strategy 1:

Quality/Consistency - All staff will implement opportunities for students to write and the quality/consistency of student writing will be increased.

All staff will create and use materials focusing on purpose and audience for all high school students.

Research Cited: Marzano, Robert J., Debra Pickering, and Jane E. Pollock. Classroom Instruction That Works: Research-based Strategies for Increasing Student Achievement. Alexandria, VA: Association for Supervision and Curriculum Development, 2001. Print.

Block, Cathy Collins., and Sheri R. Parris. Comprehension Instruction: Research-based Best Practices. New York: Guilford, 2008. Print.

Daston, Maryellen, J. Erin. Riehle, and Susie Rutkowski. High School Transition That Works!: Lessons Learned from Project SEARCH. N.p.: n.p., n.d. Print.

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Activity - Staff Samples	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide awareness and samples of what "purpose and audience" means in their classroom.	Getting Ready	08/26/2013	06/06/2014	\$500	Title II Part A	All staff and administration
Activity - Parent Involvement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Information will be provided to parents about SIP goals.	Getting Ready	06/26/2013	08/30/2013	\$500	Title II Part A	Administration
Activity - Peer Sharing/Coaching	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will meet for peer sharing/coaching pertaining to reading/writing initiatives.	Getting Ready	08/26/2013	06/06/2014	\$500	Title II Part A	All staff and administration
Activity - Student Reading	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will engage with a non-fictional/fictional article and provide a written response which will require them to interpret the text using high level thinking skills.	Implementation	08/26/2013	06/06/2014	\$500	Title II Part A	All staff and administration
Activity - Peer Coaching	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school will implement peer coaching once a month to stay aware of other staff initiatives.	Monitor	08/26/2013	06/06/2014	\$1000	Title II Part A	All staff and administration
Activity - Staff Meeting	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff/ department meeting agenda topic.	Monitor	08/26/2013	06/06/2014	\$250	Title II Part A	All staff and administration
Activity - Student Sample Collection	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Department chairs/administrators collect student samples of staff writing initiatives according to an approved rubric.	Evaluation	08/26/2013	06/06/2014	\$500	Title II Part A	All staff and administration
Activity - Student of Concern	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will discuss students of concern for possible interventions.	Evaluation	09/03/2013	06/06/2014	\$1000	Title II Part A	All staff and administration

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Activity - Student Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will intervene with students of concern and have meetings throughout the year.	Evaluation	09/03/2013	06/06/2014	\$500	Title II Part A	All staff and administration

Goal 3: All students in Hanover-Horton High School will be proficient in science.

Measurable Objective 1:

100% of All Students will demonstrate a proficiency from 60% to 65% in Science R1 (inquiry and reflection) in Science by 06/06/2014 as measured by Spring of 2014 MME.

(shared) Strategy 1:

Data Tables/Charts/Graphs - All staff will implement the use of data tables/charts/graphs with inquiry and reflection for all high school students.

Research Cited: Marzano, Robert J., Debra Pickering, and Jane E. Pollock. Classroom Instruction That Works: Research-based Strategies for Increasing Student Achievement. Alexandria, VA: Association for Supervision and Curriculum Development, 2001. Print.

Santa, Carol Minnick., Lynn T. Havens, and Bonnie J. Valdes. Project CRISS: Creating Independence through Student-owned Strategies. Dubuque, IA: Kendall/Hunt, 2004. Print.

Block, Cathy Collins., and Sheri R. Parris. Comprehension Instruction: Research-based Best Practices. New York: Guilford, 2008. Print.

Activity - Peer Sharing/Coaching	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will meet for peer sharing/coaching pertaining to inquiry initiatives.	Getting Ready	08/26/2013	06/06/2014	\$500	Title II Part A	All staff and administration

Activity - Staff Samples	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide awareness and samples of what "inquiry" means in their classroom.	Getting Ready	08/26/2013	06/06/2014	\$500	Title II Part A	All staff and administration

Activity - Parent Information	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Information will be provided to parents about SIP goals.	Getting Ready	06/26/2013	08/30/2013	\$500	Title II Part A	Administration

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Activity - Data Analyzing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will analyze representations of data to draw conclusions.	Implementation	08/26/2013	06/06/2014	\$250	Title II Part A	All staff and administration.
Activity - Staff Transition	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will communicate with the transition teacher(s) to make them aware of what inquiry activities are happening with their students.	Implementation	09/03/2013	06/06/2014	\$100	Title II Part A	All staff and administration.
Activity - Peer Coaching	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school will implement peer coaching once a month to stay aware of other staff initiatives.	Monitor	08/26/2013	06/06/2014	\$1000	Title II Part A	All staff and administration.
Activity - Staff Meeting	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff/ department meeting agenda topic.	Monitor	08/26/2013	06/06/2014	\$250	Title II Part A	All staff and administration.
Activity - Transition Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Evaluating student progress in the transition class through the use of their planner/PowerSchool.	Monitor	09/03/2013	06/06/2014	\$500	Title II Part A	All transition teachers and administration.
Activity - Student Sample Collection	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Department chairs/administrators collect student samples of staff inquiry initiatives.	Evaluation	08/26/2013	06/06/2014	\$500	Title II Part A	All staff and administration.
Activity - Trends	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will discuss general trends for possible interventions.	Evaluation	09/03/2013	06/06/2014	\$1000	Title II Part A	All staff and administration.
Activity - Mentoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Parent/peer mentoring will be available for identified students low in data analysis.	Evaluation	09/03/2013	06/06/2014	\$500	Title II Part A	All staff, parents and administration
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Measurable Objective 2:

100% of All Students will demonstrate a proficiency from 63% to 68% in Social Studies 5 (inquiry) in Science by 06/06/2014 as measured by Spring of 2014 MME.

(shared) Strategy 1:

Cause/Effect - All staff will implement the use of cause/effect and comparison components with a focus on inquiry for all high school students.

Research Cited: Marzano, Robert J., Debra Pickering, and Jane E. Pollock. Classroom Instruction That Works: Research-based Strategies for Increasing Student Achievement. Alexandria, VA: Association for Supervision and Curriculum Development, 2001. Print.

Santa, Carol Minnick., Lynn T. Havens, and Bonnie J. Valdes. Project CRISS: Creating Independence through Student-owned Strategies. Dubuque, IA: Kendall/Hunt, 2004. Print.

Daston, Maryellen, J. Erin. Riehle, and Susie Rutkowski. High School Transition That Works!: Lessons Learned from Project SEARCH. N.p.: n.p., n.d. Print.

Activity - Peer Sharing/Coaching	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will meet for peer sharing/coaching pertaining to inquiry initiatives.	Getting Ready	08/26/2013	06/06/2014	\$500	Title II Part A	All staff and administration

Activity - Staff Samples	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide awareness and samples of what "inquiry" means in their classroom.	Getting Ready	08/26/2013	06/06/2014	\$500	Title II Part A	All staff and administration

Activity - Parent Information	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Information will be provided to parents about SIP goals.	Getting Ready	06/26/2013	08/30/2013	\$500	Title II Part A	Administration

Activity - Data Analyzing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will analyze representations of data to draw conclusions.	Implementation	08/26/2013	06/06/2014	\$250	Title II Part A	All staff and administration

Activity - Staff Transition	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Teachers will communicate with the transition teacher(s) to make them aware of what inquiry activities are happening with their students.	Implementation	09/03/2013	06/06/2014	\$100	Title II Part A	All staff and administration
Activity - Peer Coaching	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school will implement peer coaching once a month to stay aware of other staff initiatives.	Monitor	08/26/2013	06/06/2014	\$1000	Title II Part A	All staff and administration
Activity - Staff Meeting	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff/ department meeting agenda topic.	Monitor	08/26/2013	06/06/2014	\$250	Title II Part A	All staff and administration
Activity - Transition Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Evaluating student progress in the transition class through the use of their planner/PowerSchool.	Monitor	09/03/2013	06/06/2014	\$500	Title II Part A	All transition teachers and administration
Activity - Student Sample Collection	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Department chairs/administrators collect student samples of staff inquiry initiatives.	Evaluation	08/26/2013	06/06/2014	\$500	Title II Part A	All staff and administration
Activity - Trends	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will discuss general trends for possible interventions.	Evaluation	09/03/2013	06/06/2014	\$1000	Title II Part A	All staff and administration
Activity - Mentoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parent/peer mentoring will be available for identified students low in data analysis.	Evaluation	09/03/2013	06/06/2014	\$500	Title II Part A	All staff, parents and administration

Measurable Objective 3:

100% of All Students will demonstrate a proficiency from 50% to 56% in Math G1 (figures and properties) in Science by 06/06/2014 as measured by Spring of 2014 MME.

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Strategy 1:

ACT Prep - The ACT Prep class will emphasize the G1 (figure and properties) standard on the math component of the class.

Research Cited: Marzano, Robert J., Debra Pickering, and Jane E. Pollock. Classroom Instruction That Works: Research-based Strategies for Increasing Student Achievement. Alexandria, VA: Association for Supervision and Curriculum Development, 2001. Print.

Santa, Carol Minnick., Lynn T. Havens, and Bonnie J. Valdes. Project CRISS: Creating Independence through Student-owned Strategies. Dubuque, IA: Kendall/Hunt, 2004. Print.

Block, Cathy Collins., and Sheri R. Parris. Comprehension Instruction: Research-based Best Practices. New York: Guilford, 2008. Print.

Activity - Peer Sharing/Coaching	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will meet for peer sharing/coaching pertaining to inquiry initiatives.	Getting Ready	08/26/2013	06/06/2014	\$500	Title II Part A	All staff and administration

Activity - Staff Samples	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide awareness and samples of what "inquiry" means in their classroom.	Getting Ready	08/26/2013	06/06/2014	\$500	Title II Part A	All staff and administration

Activity - Data Analyzing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will analyze representations of data to draw conclusions.	Implementation	08/26/2013	06/06/2014	\$250	Title II Part A	All staff and administration

Activity - ACT Prep	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ACT Prep class will identify and emphasize the Math G1 standard.	Implementation	08/26/2013	06/06/2014	\$250	Title II Part A	All ACT Prep teachers and administration

Activity - Peer Coaching	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school will implement peer coaching once a month to stay aware of other staff initiatives.	Monitor	08/26/2013	06/06/2014	\$1000	Title II Part A	All staff and administration

Activity - Staff Meeting	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Staff/ department meeting agenda topic.	Monitor	08/26/2013	06/06/2014	\$250	Title II Part A	All staff and administration
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Activity - Student Sample Collection	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Department chairs/administrators collect student samples of staff inquiry initiatives.	Evaluation	08/26/2013	06/06/2014	\$500	Title II Part A	All staff and administration

Activity - Mentoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parent/peer mentoring will be available for identified students low in data analysis.	Evaluation	08/26/2013	06/06/2014	\$500	Title II Part A	All staff, parents and administration

Measurable Objective 4:

100% of All Students will complete a portfolio or performance in data analysis/inquiry activity every nine weeks in Science by 06/06/2014 as measured by the school year.

(shared) Strategy 1:

Data Tables/Charts/Graphs - All staff will implement the use of data tables/charts/graphs with inquiry and reflection for all high school students.

Research Cited: Marzano, Robert J., Debra Pickering, and Jane E. Pollock. Classroom Instruction That Works: Research-based Strategies for Increasing Student Achievement. Alexandria, VA: Association for Supervision and Curriculum Development, 2001. Print.

Santa, Carol Minnick., Lynn T. Havens, and Bonnie J. Valdes. Project CRISS: Creating Independence through Student-owned Strategies. Dubuque, IA: Kendall/Hunt, 2004. Print.

Block, Cathy Collins., and Sheri R. Parris. Comprehension Instruction: Research-based Best Practices. New York: Guilford, 2008. Print.

Activity - Peer Sharing/Coaching	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will meet for peer sharing/coaching pertaining to inquiry initiatives.	Getting Ready	08/26/2013	06/06/2014	\$500	Title II Part A	All staff and administration

Activity - Staff Samples	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide awareness and samples of what "inquiry" means in their classroom.	Getting Ready	08/26/2013	06/06/2014	\$500	Title II Part A	All staff and administration

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Activity - Parent Information	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Information will be provided to parents about SIP goals.	Getting Ready	06/26/2013	08/30/2013	\$500	Title II Part A	Administration
Activity - Data Analyzing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will analyze representations of data to draw conclusions.	Implementation	08/26/2013	06/06/2014	\$250	Title II Part A	All staff and administration
Activity - Staff Transition	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will communicate with the transition teacher(s) to make them aware of what inquiry activities are happening with their students.	Implementation	09/03/2013	06/06/2014	\$100	Title II Part A	All staff and administration
Activity - Peer Coaching	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school will implement peer coaching once a month to stay aware of other staff initiatives.	Monitor	08/26/2013	06/06/2014	\$1000	Title II Part A	All staff and administration
Activity - Staff Meeting	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff/ department meeting agenda topic.	Monitor	08/26/2013	06/06/2014	\$250	Title II Part A	All staff and administration
Activity - Transition Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Evaluating student progress in the transition class through the use of their planner/PowerSchool.	Monitor	09/03/2013	06/06/2014	\$500	Title II Part A	All transition teachers and administration
Activity - Student Sample Collection	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Department chairs/administrators collect student samples of staff inquiry initiatives.	Evaluation	08/26/2013	06/06/2014	\$500	Title II Part A	All staff and administration
Activity - Trends	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Staff will discuss general trends for possible interventions.	Evaluation	09/03/2013	06/06/2014	\$1000	Title II Part A	All staff and administration
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Activity - Mentoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parent/peer mentoring will be available for identified students low in data analysis.	Evaluation	09/03/2013	06/06/2014	\$500	Title II Part A	All staff, parents and administration

(shared) Strategy 2:

Cause/Effect - All staff will implement the use of cause/effect and comparison components with a focus on inquiry for all high school students.

Research Cited: Marzano, Robert J., Debra Pickering, and Jane E. Pollock. Classroom Instruction That Works: Research-based Strategies for Increasing Student Achievement. Alexandria, VA: Association for Supervision and Curriculum Development, 2001. Print.

Santa, Carol Minnick., Lynn T. Havens, and Bonnie J. Valdes. Project CRISS: Creating Independence through Student-owned Strategies. Dubuque, IA: Kendall/Hunt, 2004. Print.

Daston, Maryellen, J. Erin. Riehle, and Susie Rutkowski. High School Transition That Works!: Lessons Learned from Project SEARCH. N.p.: n.p., n.d. Print.

Activity - Peer Sharing/Coaching	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will meet for peer sharing/coaching pertaining to inquiry initiatives.	Getting Ready	08/26/2013	06/06/2014	\$500	Title II Part A	All staff and administration

Activity - Staff Samples	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide awareness and samples of what "inquiry" means in their classroom.	Getting Ready	08/26/2013	06/06/2014	\$500	Title II Part A	All staff and administration

Activity - Parent Information	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Information will be provided to parents about SIP goals.	Getting Ready	06/26/2013	08/30/2013	\$500	Title II Part A	Administration

Activity - Data Analyzing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will analyze representations of data to draw conclusions.	Implementation	08/26/2013	06/06/2014	\$250	Title II Part A	All staff and administration

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Activity - Staff Transition	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will communicate with the transition teacher(s) to make them aware of what inquiry activities are happening with their students.	Implementation	09/03/2013	06/06/2014	\$100	Title II Part A	All staff and administration
Activity - Peer Coaching	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school will implement peer coaching once a month to stay aware of other staff initiatives.	Monitor	08/26/2013	06/06/2014	\$1000	Title II Part A	All staff and administration
Activity - Staff Meeting	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff/ department meeting agenda topic.	Monitor	08/26/2013	06/06/2014	\$250	Title II Part A	All staff and administration
Activity - Transition Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Evaluating student progress in the transition class through the use of their planner/PowerSchool.	Monitor	09/03/2013	06/06/2014	\$500	Title II Part A	All transition teachers and administration
Activity - Student Sample Collection	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Department chairs/administrators collect student samples of staff inquiry initiatives.	Evaluation	08/26/2013	06/06/2014	\$500	Title II Part A	All staff and administration
Activity - Trends	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will discuss general trends for possible interventions.	Evaluation	09/03/2013	06/06/2014	\$1000	Title II Part A	All staff and administration
Activity - Mentoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parent/peer mentoring will be available for identified students low in data analysis.	Evaluation	09/03/2013	06/06/2014	\$500	Title II Part A	All staff, parents and administration

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title II Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Data Analyzing	Students will analyze representations of data to draw conclusions.	Implementation	08/26/2013	06/06/2014	\$250	All staff and administration
Transition Monitoring	Evaluating student progress in the transition class.	Monitor	08/26/2013	06/06/2014	\$250	Transition teacher and administration
Mentoring	Parent/peer mentoring will be available for identified students low in data analysis.	Evaluation	08/26/2013	06/06/2014	\$500	All staff, parents and administration
Staff Samples	Provide awareness and samples of what "inquiry" means in their classroom.	Getting Ready	08/26/2013	06/06/2014	\$500	All staff and administration
Staff Samples	Provide awareness and samples of what "meaning beyond literal" means in their classroom.	Professional Learning	08/26/2013	06/06/2014	\$500	All staff and administrators
Student Intervention	Staff will identify students of concern and have interventions throughout the year.	Evaluation	09/03/2013	06/06/2014	\$500	All staff and administration
Student Sample Collection	Department chairs/administrators collect student samples of staff inquiry initiatives.	Evaluation	08/26/2013	06/06/2014	\$500	All staff and administration
Staff Samples	Provide awareness and samples of what "purpose and audience" means in their classroom.	Getting Ready	08/26/2013	06/06/2014	\$500	All staff and administration
Transition Class	Transition class in 9th grade.	Implementation	08/26/2013	06/06/2014	\$100	All staff and administration
Staff Samples	Provide awareness and samples of what "meaning beyond literal" means in their classroom.	Getting Ready	08/26/2013	06/06/2014	\$500	All staff and administrators
Peer Sharing/Coaching	Staff will meet for peer sharing/coaching pertaining to writing initiatives.	Getting Ready	08/26/2013	06/06/2014	\$500	All staff and administrators

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Student Reading	Students will engage with a non-fictional article and provide a written response which will require them to interpret the text using high level thinking skills.	Implementation	08/26/2013	06/06/2014	\$500	All staff and administration
Staff Meeting	Staff/ department meeting agenda topic.	Monitor	08/26/2013	06/06/2014	\$250	All staff and administration
Student Sample Collection	Department chairs/administrators will collect student samples of staff reading initiatives; be specific if out of the class book.	Evaluation	08/26/2013	06/06/2014	\$500	All staff and administration
Student Intervention	Staff will intervene with students of concern and have meetings throughout the year.	Evaluation	09/03/2013	06/06/2014	\$500	All staff and administration
Staff Samples	Provide awareness and samples of what "meaning beyond literal" means in their classroom.	Professional Learning	08/26/2013	06/06/2014	\$500	All staff and administration
Students of Concern	Staff will discuss students of concern for possible interventions.	Evaluation	09/03/2013	06/06/2014	\$1000	All staff and administration
Transition Monitoring	Evaluating student progress in the transition class.	Monitor	09/03/2013	06/06/2014	\$250	All transition teachers and administration
Peer Sharing/Coaching	Staff will meet for peer sharing/coaching pertaining to inquiry initiatives.	Getting Ready	08/26/2013	06/06/2014	\$500	All staff and administration
Student of Concern	Staff will discuss students of concern for possible interventions.	Evaluation	09/03/2013	06/06/2014	\$1000	All staff and administration
Data Analyzing	Students will analyze representations of data to draw conclusions.	Implementation	08/26/2013	06/06/2014	\$250	All staff and administration
Data Analyzing	Students will analyze representations of data to draw conclusions.	Implementation	08/26/2013	06/06/2014	\$250	All staff and administration
Staff Meeting	Staff/ department meeting agenda topic.	Monitor	08/26/2013	06/06/2014	\$250	All staff and administration
Staff Transition	Teachers will communicate with the transition teacher(s) to make them aware of what inquiry activities are happening with their students.	Implementation	09/03/2013	06/06/2014	\$100	All staff and administration
Student Reading	Students will engage with a non-fictional/fictional article and provide a written response which will require them to interpret the text using high level thinking skills.	Implementation	08/26/2013	06/06/2014	\$500	All staff and administration
Student Reading	Students will engage with a non-fictional article and provide a written response which will require them to interpret the text using high level thinking skills.	Implementation	08/26/2013	06/06/2014	\$250	All staff and administration

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Peer Coaching	The school will implement peer coaching once a month to stay aware of other staff initiatives.	Monitor	08/26/2013	06/06/2014	\$1000	All staff and administration
Student Reading	Students will engage with a non-fictional article and provide a written response which will require them to interpret the text using high level thinking skills.	Implementation	09/03/2013	06/06/2014	\$250	All staff and administration
Staff Meetings	Staff/ department meeting agenda topic.	Monitor	08/26/2013	06/06/2014	\$1000	All staff and administration
Student Sample Collection	Department chairs/administrators collect student samples of staff writing initiatives according to an approved rubric.	Evaluation	08/26/2013	06/06/2014	\$500	All staff and administration
Student Intervention	Staff will identify students of concern and have interventions throughout the year.	Evaluation	08/26/2013	06/06/2014	\$500	All staff and administration
Parent Information	Information will be provided to parents about SIP goals.	Getting Ready	06/26/2013	08/30/2013	\$500	Administration
Staff Meeting	Staff/ department meeting agenda topic.	Monitor	08/26/2013	06/06/2014	\$250	All staff and administration
Staff Samples	Provide awareness and samples of what "purpose and audience" means in their classroom.	Getting Ready	08/26/2013	06/06/2014	\$500	All staff and administration
Student Reading	Students will engage with a non-fictional article and provide a written response which will require them to interpret the text using high level thinking skills.	Implementation	09/03/2013	06/06/2014	\$250	All staff and administration
Students of Concern	Staff will discuss students of concern for possible interventions.	Evaluation	09/03/2013	06/06/2014	\$1000	All staff and administration
Peer Sharing/Coaching	Staff will meet for peer sharing/coaching pertaining to reading/writing initiatives.	Getting Ready	08/26/2013	06/06/2014	\$500	All staff and administration
Students of Concern	Staff will discuss students of concern for possible interventions.	Evaluation	08/26/2013	06/06/2014	\$1000	All staff and administration
Trends	Staff will discuss general trends for possible interventions.	Evaluation	09/03/2013	06/06/2014	\$1000	All staff and administration
Transition Monitoring	Evaluating student progress in the transition class.	Monitor	09/03/2013	06/06/2014	\$250	All transition teachers and administration
Student Sample Collection	Department chairs/administrators will collect student samples of staff reading initiatives; be specific if out of the class book.	Evaluation	08/26/2013	06/06/2014	\$500	All staff and administration

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Student of Concern	Staff will discuss students of concern for possible interventions.	Evaluation	09/03/2013	06/06/2014	\$1000	All staff and administration
Mentoring	Parent/peer mentoring will be available for identified students low in data analysis.	Evaluation	09/03/2013	06/06/2014	\$500	All staff, parents and administration
Peer Sharing/Coaching	Staff will meet for peer sharing/coaching pertaining to reading/writing initiatives.	Getting Ready	08/26/2013	06/06/2014	\$500	All staff and administration
Peer Coaching	The school will implement peer coaching once a month to stay aware of other staff initiatives.	Monitor	08/26/2013	06/06/2014	\$1000	All staff and administration
Transition Class	Transition class in 9th grade.	Implementation	08/26/2013	06/06/2014	\$100	All transition teachers and administration
Peer Sharing/Coaching	Staff will meet for peer sharing/coaching pertaining to reading/writing initiatives.	Getting Ready	08/26/2013	06/06/2014	\$500	All staff and administration
Parent Information	Information will be provided to parents about SIP goals.	Getting Ready	06/26/2013	08/30/2013	\$500	Administration
Student Reading	Students will engage with a non-fictional article and provide a written response which will require them to interpret the text using high level thinking skills.	Implementation	08/26/2013	06/06/2014	\$250	All staff and administration
Parent Information	Information will be provided to parents about SIP goals.	Getting Ready	06/26/2013	08/30/2013	\$500	Administration
Staff Meeting	Staff/ department meeting agenda topic.	Monitor	08/26/2013	06/06/2014	\$250	All staff and administration
Staff Meeting	Staff/ department meeting agenda topic.	Monitor	08/26/2013	06/06/2014	\$250	All staff and administration
Student Intervention	Staff will intervene with students of concern and have meetings throughout the year.	Evaluation	09/03/2013	06/06/2014	\$500	All staff and administration
Parent Information	Information will be provided to parents about SIP goals.	Getting Ready	06/26/2013	08/30/2013	\$500	All Staff and administration
Peer Coaching	The school will implement peer coaching once a month to stay aware of other staff initiatives.	Monitor	08/26/2013	06/06/2014	\$1000	All staff and administration
Staff Transition	Teachers will communicate with the transition teacher(s) to make them aware of what inquiry activities are happening with their students.	Implementation	09/03/2013	06/06/2014	\$100	All staff and administration

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Transition Class	Transition class in 9th grade.	Implementation	08/26/2013	06/06/2014	\$100	All staff and administration
Peer Sharing/Coaching	Staff will meet for peer sharing/coaching pertaining to reading/writing initiatives.	Getting Ready	08/26/2013	06/06/2014	\$500	All staff and administration
Peer Coaching	The school will implement peer coaching once a month to stay aware of other staff initiatives.	Monitor	08/26/2013	06/06/2014	\$1000	All staff and administration
Transition Monitoring	Evaluating student progress in the transition class through the use of their planner/PowerSchool.	Monitor	09/03/2013	06/06/2014	\$500	All transition teachers and administration
Student Sample Collection	Department chairs/administrators collect student samples of staff inquiry initiatives.	Evaluation	08/26/2013	06/06/2014	\$500	All staff and administration
Peer Coaching	The school will implement peer coaching once a month to stay aware of other staff initiatives.	Monitor	08/26/2013	06/06/2014	\$1000	All staff and administration
Student Sample Collection	Department chairs/administrators collect student samples of staff inquiry initiatives.	Evaluation	08/26/2013	06/06/2014	\$500	All staff and administration
Peer Coaching	The school will implement peer coaching once a month to stay aware of other staff initiatives.	Monitor	08/26/2013	06/06/2014	\$1000	All staff and administration
Transition Class	Transition class in 9th grade.	Implementation	08/26/2013	06/06/2014	\$100	All transition teachers and administration
Staff Meeting	Staff/ department meeting agenda topic.	Monitor	08/26/2013	06/06/2014	\$250	All staff and administration
Student Intervention	Staff will identify students of concern and have interventions throughout the year.	Evaluation	09/03/2013	06/06/2014	\$500	All staff and administration
Student Sample Collection	Department chairs/administrators collect student samples of staff writing initiatives according to an approved rubric.	Evaluation	08/26/2013	06/06/2014	\$500	All staff and administration
Parent Involvement	Information will be provided to parents about SIP goals.	Getting Ready	06/26/2013	08/30/2013	\$500	Administration
Peer Coaching	The school will implement peer coaching once a month to stay aware of other staff initiatives.	Monitor	08/26/2013	06/06/2014	\$1000	All staff and administration
Staff Samples	Provide awareness and samples of what "purpose and audience" means in their classroom.	Getting Ready	08/26/2013	06/06/2014	\$500	All staff and administration

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Transition Monitoring	Evaluating student progress in the transition class through the use of their planner/PowerSchool.	Monitor	09/03/2013	06/06/2014	\$500	All transition teachers and administration .
Student Intervention	Staff will intervene with students of concern and have meetings throughout the year.	Evaluation	09/03/2013	06/06/2014	\$500	All staff and administration .
Peer Coaching	The school will implement peer coaching once a month to stay aware of other staff initiatives.	Monitor	08/26/2013	06/06/2014	\$1000	All staff and administration .
Staff Meeting	Staff/ department meeting agenda topic.	Monitor	08/26/2013	06/06/2014	\$250	All staff and administration .
Staff Samples	Provide awareness and samples of what "inquiry" means in their classroom.	Getting Ready	08/26/2013	06/06/2014	\$500	All staff and administration .
Trends	Staff will discuss general trends for possible interventions.	Evaluation	09/03/2013	06/06/2014	\$1000	All staff and administration .
Peer Coaching	The school will implement peer coaching once a month to stay aware of other staff initiatives.	Monitor	08/26/2013	06/06/2014	\$1000	All staff and administration .
Transition Monitoring	Evaluating student progress in the transition class.	Monitor	08/26/2013	06/06/2014	\$250	All transition teachers and administration .
Staff Samples	Provide awareness and samples of what "inquiry" means in their classroom.	Getting Ready	08/26/2013	06/06/2014	\$500	All staff and administration .
Student of Concern	Staff will discuss students of concern for possible interventions.	Evaluation	08/26/2013	06/06/2014	\$1000	All staff and administration .
Peer Sharing/Coaching	Staff will meet for peer sharing/coaching pertaining to reading/writing initiatives.	Getting Ready	08/26/2013	06/06/2014	\$500	All staff and administration .
Staff Meeting	Staff/ department meeting agenda topic.	Monitor	08/26/2013	06/06/2014	\$250	All staff and administration .
Peer Coaching	The school will implement peer coaching once a month to stay aware of other staff initiatives.	Monitor	08/26/2013	06/06/2014	\$1000	All staff and administration .
Student of Concern	Staff will discuss students of concern for possible interventions.	Evaluation	09/03/2013	06/06/2014	\$1000	All staff and administration .

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ACT Prep	ACT Prep class will identify and emphasize the Math G1 standard.	Implementation	08/26/2013	06/06/2014	\$250	All ACT Prep teachers and administration
Peer Sharing/Coaching	Staff will meet for peer sharing/coaching pertaining to inquiry initiatives.	Getting Ready	08/26/2013	06/06/2014	\$500	All staff and administration
Peer Sharing/Coaching	Staff will meet for peer sharing/coaching pertaining to reading initiatives.	Getting Ready	08/26/2013	06/06/2014	\$500	All staff and administration
Student Reading	Students will engage with a non-fictional article and provide a written response which will require them to interpret the text using high level thinking skills.	Implementation	08/26/2013	06/06/2014	\$500	All staff and administration
Staff Meeting	Staff/ department meeting agenda topic.	Monitor	08/26/2013	06/06/2014	\$250	All staff and administration
Student Sample Collection	Department chairs/administrators will collect student samples of staff reading initiatives; be specific if out of the class book.	Evaluation	08/26/2013	06/06/2014	\$500	All staff and administration
Staff Samples	Provide awareness and samples of what "meaning beyond literal" means in their classrooms.	Professional Learning	08/26/2013	06/06/2014	\$500	All staff and administrators
Mentoring	Parent/peer mentoring will be available for identified students low in data analysis.	Evaluation	09/03/2013	06/06/2014	\$500	All staff, parents and administration
Student Intervention	Staff will identify students of concern and have interventions throughout the year.	Evaluation	09/03/2013	06/06/2014	\$500	All staff and administration
Student Sample Collection	Department chairs/administrators will collect student samples of staff reading initiatives; be specific if out of the class book.	Evaluation	08/26/2013	06/06/2014	\$500	All staff and administration
Peer Sharing/Coaching	Staff will meet for peer sharing/coaching pertaining to inquiry initiatives.	Getting Ready	08/26/2013	06/06/2014	\$500	All staff and administration
RR English	Resource room English for special education students.	Implementation	08/26/2013	06/06/2014	\$500	All special education teachers and administration
Student Sample Collection	Department chairs/administrators collect student samples of staff writing initiatives according to an approved rubric.	Evaluation	08/26/2013	06/06/2014	\$500	All staff and administration
Total					\$51350	

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Special Education

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
IEP Monitoring	Monitor IEP for special education students to meet accommodations.	Monitor	09/03/2013	06/06/2014	\$1000	All special education teachers and administration .
IEP Monitoring	Monitor IEP for special education students to meet accommodations.	Monitor	09/03/2013	06/06/2014	\$1000	All special education teachers and administration .
IEP Monitoring	Monitor IEP for special education students to meet accommodations.	Monitor	09/03/2013	06/06/2014	\$1000	All special education teachers and administration .
RR English	Resource room English for special education students.	Implementation	09/03/2013	06/06/2014	\$500	All special education teachers and administration .
IEP Monitoring	Monitor IEP for special education students to meet accommodations.	Monitor	09/03/2013	06/06/2014	\$1000	All special education teachers and administration .
RR English	Resource room English for special education students.	Implementation	08/26/2013	06/06/2014	\$500	All special education teachers and administration .
RR English	Resource room English for special education students.	Implementation	09/03/2013	06/06/2014	\$500	All special education teachers and administration .
IEP Monitoring	Monitor IEP for special education students to meet accommodations.	Monitor	08/26/2013	06/06/2014	\$1000	All special education teachers and administration .

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RR English	Resource room English for special education students.	Implementation	08/26/2013	06/06/2014	\$500	All special education teachers and administration
					Total	\$7000