



School Improvement Plan

Comstock Compass High School

Comstock Public Schools

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Introduction

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

Improvement Plan Assurance

Introduction

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

Improvement Plan Assurance

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

Compass HS SIP 2019-20

Overview

Plan Name

Compass HS SIP 2019-20

Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students will be proficient in mathematics	Objectives: 1 Strategies: 1 Activities: 4	Academic	\$0
2	All students at Compass High School will learn in a positive culture and climate	Objectives: 1 Strategies: 5 Activities: 17	Organizational	\$52725
3	All students will be proficient in ELA	Objectives: 2 Strategies: 4 Activities: 11	Academic	\$6875

Goal 1: All students will be proficient in mathematics

Measurable Objective 1:

70% of All Students will increase student growth in math skills and problem solving by 30% in Mathematics by 06/30/2020 as measured by Pre/post assessments.

Strategy 1:

Project Based Learning - Teachers will facilitate PBL in order to focus learning strategies that support critical thinking in a real world context.

Category: Mathematics

Tier: Tier 1

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher will attend PBL101 at KRESA. PBL 101 is Buck Institute of Education's foundational workshop based on their model of Gold Standard PBL. Participants will come away with the knowledge and skills needed to design, assess, and manage a rigorous, standards-based project. The workshop models the project process. Facilitated by one of BIE's expert National Faculty, PBL 101 is a balanced blend of direct instruction, video analysis, hands-on work, resource sharing, and peer collaboration and feedback.	Professional Learning		Getting Ready	09/03/2018	06/15/2020	\$0	General Fund	Math teacher.
Activity - Walkthroughs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrator will conduct walkthrough on a regular basis to ensure fidelity.	Walkthrough		Monitor	09/04/2018	06/15/2020	\$0	No Funding Required	Administrator
Activity - Student Growth	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will review pre/post unit data to determine student growth.	Other		Evaluate	09/04/2018	06/15/2020	\$0	No Funding Required	Math Teacher
Activity - Implementation of PBL Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will implement the strategies of the key components of PBL into daily instructional practice in order to enhance student engagement, motivation, and success. Components include: Cooperative Learning Time, Inquiry, Synthesis, and Evaluate Questions.	Recruitment and Retention	Tier 1	Implement	09/03/2019	06/18/2021	\$0	No Funding Required	Teachers

Goal 2: All students at Compass High School will learn in a positive culture and climate

Measurable Objective 1:

collaborate to engage all students, families and staff in promoting a positive, safe, and inclusive culture and climate by 06/30/2020 as measured by an increase in student attendance.

Strategy 1:

Increased Student Attendance - Through the use of Positive Behavior Supports (PBS) staff will support and encourage positive student choices

Category: School Culture

Research Cited: 1. Horner, Robert H.; George Sugai and Timothy Lewis. "Is school-wide positive behavior support an evidence based practice?", 2015.

2. Lowe, K. , Jones, E. , Allen, D. , Davies, D. , James, W. , Doyle, T. , Andrew, J. , Kaye, N. , Jones, S. , Brophy, S. and Moore, K. (2007), Staff Training in Positive Behaviour Support: Impact on Attitudes and Knowledge. Journal of Applied Research in Intellectual Disabilities, 20: 30-40.

3. James K. Luiselli, Robert F. Putnam, Marcie W. Handler & Adam B. Feinberg (2005) Wholeschool positive behaviour support: effects on student discipline problems and academic performance, Educational Psychology, 25:2-3, 183-198

Tier: Tier 1

Activity - Exam Opt Out	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students can opt out of exams by having 3 or less absences for the quarter or having earned an A in the class.	Behavioral Support Program	Tier 1	Implement	09/04/2018	06/12/2020	\$0	No Funding Required	Teaching and office staff.

Activity - After School Tutoring Support (Transportation)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will support student engagement by offering after school tutoring and extension programs for students to participate in based on student interest and needs identified by data. Students will apply and extend various skill sets via tutoring and after-school club experiences. Funds will support transportation for students who would not otherwise be able to participate.	Recruitment and Retention	Tier 2	Getting Ready	09/17/2018	06/15/2020	\$7000	Other	All staff

Activity - After School Tutoring/Academic Clubs Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Staff will support student engagement by offering after school tutoring and extension clubs/programs for students to participate in based on student interest and needs identified by data. Students will apply and extend various skill sets via tutoring and after-school club experiences. Academic tutoring/clubs resource/materials, snacks and incentives will be used to strengthen student participation and engagement.	Recruitment and Retention	Tier 1	Implement	09/04/2018	06/12/2020	\$5000	Other	All Staff
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Activity - Student Engagement Support (Attendance Interventionist)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff member will work to increase student attendance for students targeted with chronic absences and tardiness. Staff member will work with students and families to remove barriers of chronic attendance issues. Interventionist will collect, analyze, and report on attendance to staff and work collaboratively on intervention supports.	Recruitment and Retention	Tier 1	Getting Ready	09/04/2018	06/12/2020	\$0	Other	Attendance Interventionist

Activity - Student Engagement Support (Attendance Incentives)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The attendance interventionist and staff will create processes, procedures, and programming for recognizing students with good and improved attendance weekly and at the end of each quarter. End-of-quarter celebrations will include programming tied to Career/College readiness and community connections to motivate students and build/support work/life skills and opportunities.	Recruitment and Retention	Tier 1	Implement	09/04/2018	06/12/2020	\$5000	Other	Attendance Interventionist; All staff

Activity - Student Engagement Support (Attendance Check-ins/Student Contracts)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Attendance Interventionist and support staff will engage in daily check-ins for students who are chronically absent/tardy. The staff and students will collaborate to develop attendance contracts based around individualized participation goals which address the student's needs identified by data.	Recruitment and Retention	Tier 3	Implement	09/04/2018	06/12/2020	\$0	Other	Attendance Interventionist; principal

Strategy 2:

Project Based Learning - Teachers will facilitate PBL in order to focus learning strategies that support critical thinking in a real world context.

Category: Mathematics

Tier: Tier 1

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teacher will attend PBL101 at KRESA. PBL 101 PBL 101 is Buck Institute of Education's foundational workshop based on their model of Gold Standard PBL. Participants will come away with the knowledge and skills needed to design, assess, and manage a rigorous, standards-based project. The workshop models the project process. Facilitated by one of BIE's expert National Faculty, PBL 101 is a balanced blend of direct instruction, video analysis, hands-on work, resource sharing, and peer collaboration and feedback.	Professional Learning	Tier 1	Getting Ready	09/04/2018	06/15/2020	\$0	General Fund	Math Teacher
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Activity - Walkthrough	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrator will conduct walkthrough on a regular basis to ensure fidelity.	Walkthrough		Monitor	09/04/2018	06/15/2020	\$0	No Funding Required	Administrator

Activity - Student Growth	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will review pre/post unit data to determine student growth.	Other - Assess/Data		Evaluate	09/04/2018	06/15/2020	\$0	No Funding Required	Math Teacher

Strategy 3:

Enhance Student Motivation and Engagement - Administration and Staff will collaborate to design and conduct Professional Development on increasing student engagement in the classroom. Options include book study, coaching training opportunities provided through KRESA.

Category: Learning Support Systems

Research Cited: This is to be determined based on what is learned through the above process.

Tier: Tier 1

Activity - Perception Data Collection and Review	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will create, collect and analyze surveys of the major stakeholders in Compass High School. This data will be used to help inform decisions on student engagement program design/	Professional Learning, Academic Support Program, Teacher Collaboration	Tier 1	Getting Ready	09/04/2018	06/30/2020	\$0	No Funding Required	Administration, Counseling and Teaching Staff

Activity - Data Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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All staff will participate in Data Review Meetings where specific data review and analysis can occur. The teachers will bring samples of student work related to their implementation of strategies around student engagement, culture and climate, and proficiency. They will analyze this data and determine the relative impact among the students. These discussions will lay the foundation for the action planning around programming and instructional changes that will occur. These two-hour data meetings will be held 2 times per quarter. Funds will support books, resources, food, and stipends.	Professional Learning	Tier 1	Monitor	10/08/2018	06/12/2020	\$7000	Other	All staff
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Activity - All School Read and Extension Experience	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will read a culturally relevant text, with connections to real world issues ("The Hate U Give"). Students and staff will watch the motion picture ("The Hate U Give") and participate in school wide analysis and discussion groups to extend their learning and make real world connections. The text will also be added to the English course where students will be able to engage in further analysis and discussion, which will support the development of strategies to enhance comprehension and verbal/written expression skills. Funds will support books, stipends for curriculum development, resources, speakers, food, incentives and transportation.	Academic Support Program	Tier 1	Implement	10/08/2018	06/18/2021	\$3000	Other	All staff, ELA Teacher

Activity - Implementation of PBL Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will implement the strategies of the key components of PBL into daily instructional practice in order to enhance student engagement, motivation, and success. Components include: Cooperative Learning Time, Inquiry, Synthesis, and Evaluate Questions.	Recruitment and Retention	Tier 1	Implement	09/03/2019	06/18/2021	\$0	No Funding Required	Teachers

Activity - Professional Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All Staff will attend the Greater Kalamazoo Alternative and Innovative Programs Student Efficacy Symposium in the Fall of 2019, and staff representatives will also attend the MAEO conference in the Spring of 2020 to engage in professional learning around the unique needs of students in the alternative setting, as well as specific strategies for implementation to increase student engagement and motivation among unique populations.	Professional Learning	Tier 1	Getting Ready	11/01/2019	05/08/2020	\$1725	Other	Teachers, Staff, and Administrators.

Strategy 4:

Foster Engagement Through a Collective Focus on College and Career Readiness - College and Career Readiness awareness and extension activities will enhance

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the level of student engagement in order to support a culture of visionary focus on success after high school. This specific focus aligns with the county-wide focuses on Career and Technical Education (CTE) and Secondary Programming enhancement. By better aligning with students' interests and goals (and helping them better articulate these!), we expect to see greater course completion rates and, ultimately, increased graduation rates.

Category: Career and College Ready

Research Cited: National Dropout Prevention Center: <https://dropoutprevention.org/who-we-are/our-mission/>
Improving School Outcomes For Trauma-Impacted Students:

Gailer, J., Addis, S., & Dunlap, L. (2018). Improving School Outcomes For Trauma-Impacted Students. Anderson, SC: National Dropout Prevention Center, a division of Successful Practices Network. Retrieved from <http://dropoutprevention.org/wp-content/uploads/2018/10/Trauma-Skilled-Schools-Model-Final-I.pdf>

Public Education, Career and Technical Education, and Dropout Prevention

Shumer, R.D., O'Connor, P.J., & Withington, C. (2017). Public Education, Career and Technical Education, and Dropout Prevention [White paper]. Clemson, SC: National Dropout Prevention Center/Network. Retrieved from www.dropoutprevention.org/wp-content/uploads/2017/10/public-ed-career-tech-ed-dropout-prevention-2017-10.pdf

This paper is about Career and Technical Education (CTE) as a dropout prevention strategy and how CTE can be engaging and of value to all students, including at-risk youth.

Improving High School Graduation Rates Among Males of Color: Trends, Findings, and Recommendations

Addis, S., & Withington, C. (2016, September). Improving High School Graduate Rates for Males of Color: Trends, Findings, and Recommendations (An Issue Brief in Collaboration with The Moriah Group and the Robert Wood Johnson Foundation). Retrieved from <http://dropoutprevention.org/wp-content/uploads/2017/11/rwjf-ndpsc-moriah-ImprovingGradRatesMalesofColor-2016.pdf>

Weaving Student Engagement Into the Core Practices of Schools

T. Dary, T. Pickeral, R. Shumer, & A. Williams. National Dropout Prevention Center/Network. Clemson, SC, September 2016.

Tier: Tier 1

Activity - Career and College Extension Activities- Work-based Learning KVCC Certificate Courses	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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College and Career Extension Experience- Work-based Learning: Staff will provide opportunities for students to engage in career visits to local employers, where students will engage in workplace experiences and make connections to areas of interest. This extension of the district's Work-Based Learning initiative will allow more relevant and in-depth experience for a pilot group of 5-10 students. Students will participate analysis and discussion to extend their learning and make real world connections. Career Readiness Experience will include transportation, food, incentives, speakers, materials, and resources, and will focus on community and business connections for students.	Career Preparation /Orientation	Tier 2	Implement	08/01/2019	06/18/2021	\$5000	Other	Teachers, counselor, administrative assistants and principal
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Activity - College and Career Extension Experience- KVCC	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff to provide opportunities for students to engage in quarterly college visits to local college (KVCC), where they will provide students opportunities to engage in relevant college experiences and make connections to areas of interest. Upon their return, students will participate in school wide analysis and discussion groups to extend their learning and make real world connections. College Experience will include travel, food, incentives, speakers, materials, and resources, and will focus on community and business connections for students.	Career Preparation /Orientation	Tier 1	Implement	07/01/2019	06/18/2021	\$4000	Other	Teachers, Staff, Counselors, Administrators

Strategy 5:

Urban Alliance Partnership - Compass HS will engage in a partnership with the Urban Alliance to provide supports and programming for students to enhance career readiness and support employment opportunities after graduation.

Category: Career and College Ready

Tier: Tier 1

Activity - Certificate Course Work	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will participate in certificate programs through a partnership with Urban Alliance to ensure employability and encourage graduation.	Career Preparation /Orientation	Tier 3	Implement	07/01/2019	06/18/2021	\$15000	Other	Teacher Leaders and Admin

Goal 3: All students will be proficient in ELA

Measurable Objective 1:

70% of All Students will increase student growth in reading comprehension and process writing skills in English Language Arts by 06/30/2020 as measured by Pre and Post Assessments.

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Strategy 1:

Professional Development - ELA instructor and all staff will utilize professional development to inform best practices as they relate to identified student needs according to pre & post assessments, as well as the state required standardized tests. Specific learning will occur through the support of coaching around the strategies of Close and Critical Reading (in all content areas) and Reading across the content areas. Support will also include direction around test-taking skills to support students in taking standardized assessments.

Category: English/Language Arts

Research Cited: Robert Marzano. Randy Sprick.

Tier: Tier 1

Activity - Instructional Coaching and Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Integration of GELN (Schoolwide Practices) Essential 3: The learning environment reflects a strong commitment to literacy (Index Goal: Supporting students so they are able to be successful on assessments when strategies are required out of context of the particular content area.) All staff will engage in Coaching around: Close and Critical Reading Strategies; Readiness Strategies for Standardized Testing.	Professional Learning	Tier 1	Getting Ready	08/20/2018	06/15/2020	\$2500	Other	All Teaching Staff

Strategy 2:

Commitment to a Literacy-Rich Learning Environment - Literacy must be a priority building-wide. All staff will be involved. Literacy will be embedded into daily math, science, and social studies classes. Students will be expected to read, write, listen and speak for multiple purposes across the curriculum. Student work will be prominent and visible in classrooms. Books and learning material will reflect diversity across cultures, ethnic groups, geographic locations and social roles. Compass HS will engage with guest readers and volunteers, and train these people to coach literacy. Staff will generate excitement around texts and foster to intrinsic motivation to read. Reading and writing will never be used as punishment. Integration of GELN (Schoolwide Practices) Essential 3: The learning environment reflects a strong commitment to literacy (Index Goal: Supporting students so they are able to be successful on assessments when strategies are required out of context of the particular content area.)

Category: School Culture

Research Cited: GELN Essential School Wide Practices in Literacy. and 6-12 Essentials

Tier: Tier 1

Activity - All School Read	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Classroom libraries will be developed with a focus on creating Access to Culturally Relevant Literature Based on Student Interests (Index Goal: Supporting students to increase course completion rates and, ultimately, graduation rates.) Students will utilize these to: engage in Structured Opportunities to Read; Clubs/Discussion groups; Choice-based reading to support student motivation and engagement.	Supplemental Materials	Tier 1	Getting Ready	05/01/2019	06/18/2021	\$3000	Other	Teachers, administrators, staff
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(shared) Strategy 3:

Close and Critical Reading - Instructors will receive training from the ELA instructor, wherein all teaching staff will adopt a universal system for utilizing close and critical reading instruction strategies. Building-wide use will raise expectations for comprehension and positively affect student scores in all classes and areas.

Category: English/Language Arts

Research Cited: ASCD, Corwin, Fisher and Frey

Tier: Tier 1

Activity - Read aloud, read along	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Texts will be read aloud and modeled by the instructor, students will follow along with and actively respond to text.	Direct Instruction	Tier 1	Implement	09/10/2018	06/08/2020	\$0	No Funding Required	ELA instructors, Principal

Activity - Response to text	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher will develop a daily formative assessment wherein students will pre-write, actively respond to text, and complete post reading work. These activities will use the UpFront Magazine published by the New York Times. A year long subscription for 35 copies will be purchased.	Direct Instruction	Tier 1	Getting Ready	08/21/2018	06/15/2020	\$375	Other	ELA instructor

Activity - Administrator observation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Building principal will observe and report on the instructor's fidelity.	Walkthrough	Tier 1	Monitor	08/21/2018	06/15/2020	\$0	No Funding Required	Building principal

Activity - Daily formative assessment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructor will use daily formative assessments to determine student comprehension and growth.	Academic Support Program	Tier 1	Evaluate	08/21/2018	06/15/2020	\$0	No Funding Required	ELA instructor

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(shared) Strategy 4:

Project Based Learning - Every class will contain one or more projects that utilizes multiple intelligences, graphic representations, historical contexts, etc.

Category: English/Language Arts

Research Cited: Project-based learning hails from a tradition of pedagogy which asserts that students learn best by experiencing and solving real-world problems.

According to researchers (Barron & Darling-Hammond, 2008; Thomas, 2000), project-based learning essentially involves the following:

students learning knowledge to tackle realistic problems as they would be solved in the real world

increased student control over his or her learning

teachers serving as coaches and facilitators of inquiry and reflection

students (usually, but not always) working in pairs or groups

Teachers can create real-world problem-solving situations by designing questions and tasks that correspond to two different frameworks of inquiry-based teaching:

Problem-based learning, which tackles a problem but doesn't necessarily include a student project, and project-based learning, which involves a complex task and some form of student presentation, and/or creating an actual product or artifact.

These inquiry-based teaching methods engage students in creating, questioning, and revising knowledge, while developing their skills in critical thinking, collaboration, communication, reasoning, synthesis, and resilience (Barron & Darling-Hammond, 2008). Although these methods of inquiry-based teaching differ slightly, for simplicity they're combined in these pages and referred to as project-based learning or PBL.

Tier: Tier 2

Activity - Graphic Representation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will read a passage of text closely, then create a visual representation/interpretation of the text.	Direct Instruction	Tier 3	Implement	09/10/2018	06/08/2020	\$500	Other	ELA instructor, Principal

Activity - Final Projects	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students choose from a list of project options at the end of a novel. A series of letters written as a character, or to one; an illustrated timeline; a video interview in character; reimagining the text; creating a children's book;	Direct Instruction	Tier 3	Implement	09/10/2018	06/08/2020	\$500	General Fund	ELA Instructor, Principal

Activity - Monitor project based learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principal will conduct walk-throughs to ensure fidelity.	Walkthrough	Tier 1	Monitor	08/21/2018	06/15/2020	\$0	No Funding Required	Building principal

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Activity - Pre/Post Data assessment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher will review pre/post unit data to determine student growth.	Academic Support Program	Tier 3	Evaluate	08/21/2018	06/15/2020	\$0	No Funding Required	ELA instructor
Activity - PBL Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher will review past PBL training materials and research new PBL best practices using Robert Marzano materials.	Curriculum Development	Tier 1	Getting Ready	08/21/2018	06/15/2020	\$0	No Funding Required	ELA instructor

Measurable Objective 2:

47% of Eleventh grade students will increase student growth as measured by AGP in English Language Arts by 06/08/2020 as measured by SAT scores.

(shared) Strategy 1:

Close and Critical Reading - Instructors will receive training from the ELA instructor, wherein all teaching staff will adopt a universal system for utilizing close and critical reading instruction strategies. Building-wide use will raise expectations for comprehension and positively affect student scores in all classes and areas.

Category: English/Language Arts

Research Cited: ASCD, Corwin, Fisher and Frey

Tier: Tier 1

Activity - Read aloud, read along	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Texts will be read aloud and modeled by the instructor, students will follow along with and actively respond to text.	Direct Instruction	Tier 1	Implement	09/10/2018	06/08/2020	\$0	No Funding Required	ELA instructors, Principal
Activity - Response to text	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher will develop a daily formative assessment wherein students will pre-write, actively respond to text, and complete post reading work. These activities will use the UpFront Magazine published by the New York Times. A year long subscription for 35 copies will be purchased.	Direct Instruction	Tier 1	Getting Ready	08/21/2018	06/15/2020	\$375	Other	ELA instructor
Activity - Administrator observation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Building principal will observe and report on the instructor's fidelity.	Walkthrough	Tier 1	Monitor	08/21/2018	06/15/2020	\$0	No Funding Required	Building principal

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Activity - Daily formative assessment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructor will use daily formative assessments to determine student comprehension and growth.	Academic Support Program	Tier 1	Evaluate	08/21/2018	06/15/2020	\$0	No Funding Required	ELA instructor

(shared) Strategy 2:

Project Based Learning - Every class will contain one or more projects that utilizes multiple intelligences, graphic representations, historical contexts, etc.

Category: English/Language Arts

Research Cited: Project-based learning hails from a tradition of pedagogy which asserts that students learn best by experiencing and solving real-world problems.

According to researchers (Barron & Darling-Hammond, 2008; Thomas, 2000), project-based learning essentially involves the following:

students learning knowledge to tackle realistic problems as they would be solved in the real world

increased student control over his or her learning

teachers serving as coaches and facilitators of inquiry and reflection

students (usually, but not always) working in pairs or groups

Teachers can create real-world problem-solving situations by designing questions and tasks that correspond to two different frameworks of inquiry-based teaching:

Problem-based learning, which tackles a problem but doesn't necessarily include a student project, and project-based learning, which involves a complex task and some form of student presentation, and/or creating an actual product or artifact.

These inquiry-based teaching methods engage students in creating, questioning, and revising knowledge, while developing their skills in critical thinking, collaboration, communication, reasoning, synthesis, and resilience (Barron & Darling-Hammond, 2008). Although these methods of inquiry-based teaching differ slightly, for simplicity they're combined in these pages and referred to as project-based learning or PBL.

Tier: Tier 2

Activity - Graphic Representation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will read a passage of text closely, then create a visual representation/interpretation of the text.	Direct Instruction	Tier 3	Implement	09/10/2018	06/08/2020	\$500	Other	ELA instructor, Principal

Activity - Final Projects	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students choose from a list of project options at the end of a novel. A series of letters written as a character, or to one; an illustrated timeline; a video interview in character; reimagining the text; creating a children's book;	Direct Instruction	Tier 3	Implement	09/10/2018	06/08/2020	\$500	General Fund	ELA Instructor, Principal

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Activity - Monitor project based learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principal will conduct walk-throughs to ensure fidelity.	Walkthrough	Tier 1	Monitor	08/21/2018	06/15/2020	\$0	No Funding Required	Building principal
Activity - Pre/Post Data assessment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher will review pre/post unit data to determine student growth.	Academic Support Program	Tier 3	Evaluate	08/21/2018	06/15/2020	\$0	No Funding Required	ELA instructor
Activity - PBL Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher will review past PBL training materials and research new PBL best practices using Robert Marzano materials.	Curriculum Development	Tier 1	Getting Ready	08/21/2018	06/15/2020	\$0	No Funding Required	ELA instructor

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Other

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Learning	All Staff will attend the Greater Kalamazoo Alternative and Innovative Programs Student Efficacy Symposium in the Fall of 2019, and staff representatives will also attend the MAEO conference in the Spring of 2020 to engage in professional learning around the unique needs of students in the alternative setting, as well as specific strategies for implementation to increase student engagement and motivation among unique populations.	Professional Learning	Tier 1	Getting Ready	11/01/2019	05/08/2020	\$1725	Teachers, Staff, and Administrators.
Response to text	Teacher will develop a daily formative assessment wherein students will pre-write, actively respond to text, and complete post reading work. These activities will use the UpFront Magazine published by the New York Times. A year long subscription for 35 copies will be purchased.	Direct Instruction	Tier 1	Getting Ready	08/21/2018	06/15/2020	\$375	ELA instructor
After School Tutoring Support (Transportation)	Staff will support student engagement by offering after school tutoring and extension programs for students to participate in based on student interest and needs identified by data. Students will apply and extend various skill sets via tutoring and after-school club experiences. Funds will support transportation for students who would not otherwise be able to participate.	Recruitment and Retention	Tier 2	Getting Ready	09/17/2018	06/15/2020	\$7000	All staff

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Career and College Extension Activities-Work-based Learning KVCC Certificate Courses	College and Career Extension Experience- Work-based Learning: Staff will provide opportunities for students to engage in career visits to local employers, where students will engage in workplace experiences and make connections to areas of interest. This extension of the district's Work-Based Learning initiative will allow more relevant and in-depth experience for a pilot group of 5-10 students. Students will participate analysis and discussion to extend their learning and make real world connections. Career Readiness Experience will include transportation, food, incentives, speakers, materials, and resources, and will focus on community and business connections for students.	Career Preparation /Orientation	Tier 2	Implement	08/01/2019	06/18/2021	\$5000	Teachers, counselor, administrative assistants and principal
Student Engagement Support (Attendance Check-ins/Student Contracts	Attendance Interventionist and support staff will engage in daily check-ins for students who are chronically absent/tardy. The staff and students will collaborate to develop attendance contracts based around individualized participation goals which address the student's needs identified by data.	Recruitment and Retention	Tier 3	Implement	09/04/2018	06/12/2020	\$0	Attendance Interventionist; principal
Student Engagement Support (Attendance Interventionist	Staff member will work to increase student attendance for students targeted with chronic absences and tardiness. Staff member will work with students and families to remove barriers of chronic attendance issues. Interventionist will collect, analyze, and report on attendance to staff and work collaboratively on intervention supports.	Recruitment and Retention	Tier 1	Getting Ready	09/04/2018	06/12/2020	\$0	Attendance Interventionist
After School Tutoring/Academic Clubs Support	Staff will support student engagement by offering after school tutoring and extension clubs/programs for students to participate in based on student interest and needs identified by data. Students will apply and extend various skill sets via tutoring and after-school club experiences. Academic tutoring/clubs resource/materials, snacks and incentives will be used to strengthen student participation and engagement.	Recruitment and Retention	Tier 1	Implement	09/04/2018	06/12/2020	\$5000	All Staff
Certificate Course Work	Students will participate in certificate programs through a partnership with Urban Alliance to ensure employability and encourage graduation.	Career Preparation /Orientation	Tier 3	Implement	07/01/2019	06/18/2021	\$15000	Teacher Leaders and Admin
Graphic Representation	Students will read a passage of text closely, then create a visual representation/interpretation of the text.	Direct Instruction	Tier 3	Implement	09/10/2018	06/08/2020	\$500	ELA instructor, Principal

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All School Read and Extension Experience	Students will read a culturally relevant text, with connections to real world issues ("The Hate U Give"). Students and staff will watch the motion picture ("The Hate U Give") and participate in school wide analysis and discussion groups to extend their learning and make real world connections. The text will also be added to the English course where students will be able to engage in further analysis and discussion, which will support the development of strategies to enhance comprehension and verbal/written expression skills. Funds will support books, stipends for curriculum development, resources, speakers, food, incentives and transportation.	Academic Support Program	Tier 1	Implement	10/08/2018	06/18/2021	\$3000	All staff, ELA Teacher
Data Meetings	All staff will participate in Data Review Meetings where specific data review and analysis can occur. The teachers will bring samples of student work related to their implementation of strategies around student engagement, culture and climate, and proficiency. They will analyze this data and determine the relative impact among the students. These discussions will lay the foundation for the action planning around programming and instructional changes that will occur. These two-hour data meetings will be held 2 times per quarter. Funds will support books, resources, food, and stipends.	Professional Learning	Tier 1	Monitor	10/08/2018	06/12/2020	\$7000	All staff
College and Career Extension Experience-KVCC	Staff to provide opportunities for students to engage in quarterly college visits to local college (KVCC), where they will provide students opportunities to engage in relevant college experiences and make connections to areas of interest. Upon their return, students will participate in school wide analysis and discussion groups to extend their learning and make real world connections. College Experience will include travel, food, incentives, speakers, materials, and resources, and will focus on community and business connections for students.	Career Preparation /Orientation	Tier 1	Implement	07/01/2019	06/18/2021	\$4000	Teachers, Staff, Counselors, Administrators
Student Engagement Support (Attendance Incentives)	The attendance interventionist and staff will create processes, procedures, and programming for recognizing students with good and improved attendance weekly and at the end of each quarter. End-of-quarter celebrations will include programming tied to Career/College readiness and community connections to motivate students and build/support work/life skills and opportunities.	Recruitment and Retention	Tier 1	Implement	09/04/2018	06/12/2020	\$5000	Attendance Interventionist; All staff

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Instructional Coaching and Support	Integration of GELN (Schoolwide Practices) Essential 3: The learning environment reflects a strong commitment to literacy (Index Goal: Supporting students so they are able to be successful on assessments when strategies are required out of context of the particular content area.) All staff will engage in Coaching around: Close and Critical Reading Strategies; Readiness Strategies for Standardized Testing.	Professional Learning	Tier 1	Getting Ready	08/20/2018	06/15/2020	\$2500	All Teaching Staff
All School Read	Classroom libraries will be developed with a focus on creating Access to Culturally Relevant Literature Based on Student Interests (Index Goal: Supporting students to increase course completion rates and, ultimately, graduation rates.) Students will utilize these to: engage in Structured Opportunities to Read; Clubs/Discussion groups; Choice-based reading to support student motivation and engagement.	Supplemental Materials	Tier 1	Getting Ready	05/01/2019	06/18/2021	\$3000	Teachers, administrators, staff

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Development	Teacher will attend PBL101 at KRESA. PBL 101 is Buck Institute of Education's foundational workshop based on their model of Gold Standard PBL. Participants will come away with the knowledge and skills needed to design, assess, and manage a rigorous, standards-based project. The workshop models the project process. Facilitated by one of BIE's expert National Faculty, PBL 101 is a balanced blend of direct instruction, video analysis, hands-on work, resource sharing, and peer collaboration and feedback.	Professional Learning	Tier 1	Getting Ready	09/04/2018	06/15/2020	\$0	Math Teacher
Final Projects	Students choose from a list of project options at the end of a novel. A series of letters written as a character, or to one; an illustrated timeline; a video interview in character; reimagining the text; creating a children's book;	Direct Instruction	Tier 3	Implement	09/10/2018	06/08/2020	\$500	ELA Instructor, Principal

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Professional Development	Teacher will attend PBL101 at KRESA. PBL 101 is Buck Institute of Education's foundational workshop based on their model of Gold Standard PBL. Participants will come away with the knowledge and skills needed to design, assess, and manage a rigorous, standards-based project. The workshop models the project process. Facilitated by one of BIE's expert National Faculty, PBL 101 is a balanced blend of direct instruction, video analysis, hands-on work, resource sharing, and peer collaboration and feedback.	Professional Learning		Getting Ready	09/03/2018	06/15/2020	\$0	Math teacher.
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No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Student Growth	Teachers will review pre/post unit data to determine student growth.	Other - Assess/Data		Evaluate	09/04/2018	06/15/2020	\$0	Math Teacher
Pre/Post Data assessment	Teacher will review pre/post unit data to determine student growth.	Academic Support Program	Tier 3	Evaluate	08/21/2018	06/15/2020	\$0	ELA instructor
Implementation of PBL Strategies	Teachers will implement the strategies of the key components of PBL into daily instructional practice in order to enhance student engagement, motivation, and success. Components include: Cooperative Learning Time, Inquiry, Synthesis, and Evaluate Questions.	Recruitment and Retention	Tier 1	Implement	09/03/2019	06/18/2021	\$0	Teachers
Daily formative assessment	Instructor will use daily formative assessments to determine student comprehension and growth.	Academic Support Program	Tier 1	Evaluate	08/21/2018	06/15/2020	\$0	ELA instructor
Perception Data Collection and Review	Staff will create, collect and analyze surveys of the major stakeholders in Compass High School. This data will be used to help inform decisions on student engagement program design/	Professional Learning, Academic Support Program, Teacher Collaboration	Tier 1	Getting Ready	09/04/2018	06/30/2020	\$0	Administration, Counseling and Teaching Staff
Implementation of PBL Strategies	Teachers will implement the strategies of the key components of PBL into daily instructional practice in order to enhance student engagement, motivation, and success. Components include: Cooperative Learning Time, Inquiry, Synthesis, and Evaluate Questions.	Recruitment and Retention	Tier 1	Implement	09/03/2019	06/18/2021	\$0	Teachers
Student Growth	Teachers will review pre/post unit data to determine student growth.	Other		Evaluate	09/04/2018	06/15/2020	\$0	Math Teacher

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Walkthroughs	Administrator will conduct walkthrough on a regular basis to ensure fidelity.	Walkthrough		Monitor	09/04/2018	06/15/2020	\$0	Administrator
PBL Training	Teacher will review past PBL training materials and research new PBL best practices using Robert Marzano materials.	Curriculum Development	Tier 1	Getting Ready	08/21/2018	06/15/2020	\$0	ELA instructor
Read aloud, read along	Texts will be read aloud and modeled by the instructor, students will follow along with and actively respond to text.	Direct Instruction	Tier 1	Implement	09/10/2018	06/08/2020	\$0	ELA instructors, Principal
Administrator observation	Building principal will observe and report on the instructor's fidelity.	Walkthrough	Tier 1	Monitor	08/21/2018	06/15/2020	\$0	Building principal
Exam Opt Out	Students can opt out of exams by having 3 or less absences for the quarter or having earned an A in the class.	Behavioral Support Program	Tier 1	Implement	09/04/2018	06/12/2020	\$0	Teaching and office staff.
Walkthrough	Administrator will conduct walkthrough on a regular basis to ensure fidelity.	Walkthrough		Monitor	09/04/2018	06/15/2020	\$0	Administrator
Monitor project based learning	Principal will conduct walk-throughs to ensure fidelity.	Walkthrough	Tier 1	Monitor	08/21/2018	06/15/2020	\$0	Building principal