

Saginaw High School 2014-2015

Saginaw High School
Saginaw City School District

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Overview

Plan Name

Saginaw High School 2014-2015

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	Math - All students at Saginaw High School will demonstrate achievement of the CCSS for their appropriate grade in level in math.	Objectives: 1 Strategies: 4 Activities: 12	Academic	\$280600
2	Science - All students will demonstrate proficiency in the application of science practices.	Objectives: 1 Strategies: 4 Activities: 12	Academic	\$105000
3	Reading - All students at Saginaw High School will demonstrate achievement of the CCSS for their appropriate grade in level in reading.	Objectives: 1 Strategies: 4 Activities: 12	Academic	\$280600
4	Writing - All students will demonstrate achievement of the CCSS for writing for their appropriate grade level.	Objectives: 1 Strategies: 4 Activities: 12	Academic	\$302000
5	Stable and High Performing Organization - Saginaw High will become a stable and high performing organization to promote the success of all students.	Objectives: 1 Strategies: 4 Activities: 12	Organizational	\$5000
6	Social Studies - All students will demonstrate achievement of high school content expectations in the core content areas of Social Studies.	Objectives: 1 Strategies: 4 Activities: 12	Academic	\$302000

Goal 1: Math - All students at Saginaw High School will demonstrate achievement of the CCSS for their appropriate grade in level in math.

Measurable Objective 1:

A 11% increase of Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency of satisfactory achievement levels in Mathematics by 09/30/2015 as measured by school, district and state assessments.

Strategy 1:

Math PLC's - Math staff will engage in PLC's and strategically developed professional development to address achievement gaps and to support student learning in math. Professional development is needed on how to effectively implement professional learning communities to meet the unique needs of Saginaw High School.

Research Cited: DuFour, R. (2004). What is a professional learning community? Educational Leadership, 61(8), 6–11.

DuFour, R. (2007). Professional learning communities: A bandwagon, an idea worth considering, or our best hope for high levels of learning? Middle School Journal, 39(4), 1–8.

Hord, S. M., & Sommers, W. A. (2008). Leading professional learning communities: Voices from research and practice. Thousand Oaks, CA: Corwin Press.

Tier:

Activity - Professional development in PLC's including PLC protocol	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide job embedded professional development in effective PLC's and PLC protocol for staff using district coaches to review student math assessments and academic intervention data.	Professional Learning	Tier 1	Getting Ready	08/01/2014	09/30/2015	\$2000	Title II Part A	District coach, administration, math staff

Activity - Multi-step Equations Bell Work	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will complete multi-step equation bell work in all math classes.	Implementation	Tier 1	Implement	08/01/2014	09/30/2015	\$0	No Funding Required	Math staff, administration, district coach

Activity - Monitor/Evaluation of Student Data	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Monitoring and evaluation will include staff members using the PLC protocol to cyclically analyze their formative and summative assessments as well as student work in order to find areas of student growth and remaining challenges.	Teacher Collaboration		Monitor	08/01/2014	09/30/2015	\$0	No Funding Required	Math staff, administration, district coach
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Strategy 2:

Best Practice Instruction for all Students - Through the use of Best Practice Instruction for all students, all staff will have a solid understanding of the Rigor and Relevance Framework in order to implement it in their classrooms, integrating technology.

Research Cited: Daggett System for Effective Instruction

Tier:

Activity - Professional Development in Rigor and Relevance and Technology Instructions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional development will be provided for selected staff members who need training with the Framework and with integrating technology into the math classroom.	Professional Learning		Getting Ready	08/01/2014	09/30/2015	\$70000	Title II Part A	Administration, Rigor and Relevance Coach

Activity - Quad D Lesson completion	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will complete products developed during Quad D lessons into their math classes twice per term.	Implementation	Tier 1	Implement	08/01/2014	09/30/2015	\$0	No Funding Required	Administration, math staff

Activity - Monitor and Evaluation of Quad D lessons	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitor using student quad products, PLC protocol notes and analysis of products, including evaluation based on formative and summative assessments.	Teacher Collaboration	Tier 1	Monitor	08/01/2014	09/30/2015	\$0	No Funding Required	Math staff, Administration, district coach

Strategy 3:

MTSS - Staff will develop a MTSS for students identified as needing additional support. Academic Intervention classes are Tier 2 supports while Strategic classes are Tier 3 supports.

Research Cited: IES Practice Guide Assisting Students Struggling with Mathematics: Response to Intervention for Elementary and Middle Schools. (NCEE 2009-4060).

Tier: Tier 2

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Activity - Academic Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Academic Intervention classes will be based on 8th grade Aimsweb data, student grades, state and district assessment data, pre and post assessment data.	Academic Support Program	Tier 2	Implement	08/01/2014	09/30/2015	\$3600	General Fund	Academic Intervention teachers, Administration

Activity - Strategic classes and Structural Tutoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students(including EL, SE and other subgroups) will participate in tier based instruction to increase academic achievement in their deficit area. Technology based interventions will be used to assist students during this time therefore licensing, computers and staff will be needed.	Academic Support Program	Tier 3	Implement	08/01/2014	09/30/2015	\$200000	Section 31a	Strategic staff, structured tutoring teachers, EL teachers, and administration

Activity - Monitor and Evaluation of Strategic Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitoring and evaluation will include staff members using the PLC protocol to cyclically analyze their formative and summative assessments as well as student work in order to find areas of student growth and remaining challenges.	Teacher Collaboration		Monitor	08/01/2014	09/30/2015	\$0	No Funding Required	Math staff, administration

Strategy 4:

Parental Engagement - Staff will engage parents and guardians of students to support student learning in math through a variety of means.

Research Cited: Epstein, J. (2002). School, Family and Community Partnerships: Your Handbook for Action. Thousand Oaks, CA. Corwin Press, Inc.

Tier:

Activity - Electronic Resources	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Saginaw High School will use electronic resources, including remind101 and Schoommessenger, to notify parents of homework and upcoming events.	Parent Involvement		Implement	08/01/2014	09/30/2015	\$0	No Funding Required	All staff, administration

Activity - Parent workshops and Conferences	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Parents will be encouraged to attend workshops and conferences through a variety of methods including mailing hard copies to parents.	Parent Involvement		Implement	08/01/2014	09/30/2015	\$5000	General Fund	Administration, school secretaries
Activity - Monitor and Evaluation of Parent Attendance	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitor and evaluate parent sign-ins, workshop agendas, parent survey, and documented feedback forms from workshops or school events.	Parent Involvement		Monitor	08/01/2014	09/30/2015	\$0	No Funding Required	School Improvement Team

Goal 2: Science - All students will demonstrate proficiency in the application of science practices.

Measurable Objective 1:

A 11% increase of Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in the application of math practices. in Science by 09/30/2015 as measured by satisfactory achievement levels on school, district, and state assessments in science.

Strategy 1:

Science PLC's - Science staff will engage in PLC's and strategically developed professional development to address achievement gaps and to support student learning in science. Professional development is needed on how to effectively implement professional learning communities to meet the unique needs of Saginaw High School.

Research Cited: DuFour, R. (2004). What is a professional learning community? Educational Leadership, 61(8), 6–11.

DuFour, R. (2007). Professional learning communities: A bandwagon, an idea worth considering, or our best hope for high levels of learning? Middle School Journal, 39(4), 1–8.

Hord, S. M., & Sommers, W. A. (2008). Leading professional learning communities: Voices from research and practice. Thousand Oaks, CA: Corwin Press.

Tier:

Activity - Professional development in PLC's including PLC protocol	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide job embedded professional development in effective PLC's and PLC protocol for staff using district coaches to review student science assessments.	Professional Learning		Getting Ready	08/01/2014	09/30/2015	\$2000	Title II Part A	District coach, administration, science staff

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Activity - Analysis of Charts and Graphs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will analyze charts and graphs within a science context biweekly.	Implementation	Tier 1	Implement	08/01/2014	09/30/2015	\$0	No Funding Required	Science staff, administration, district coach

Activity - Monitor and Evaluation of Strategic Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitoring and evaluation will include staff members using the PLC protocol to cyclically analyze students' analysis of charts and graphs in order to find areas of student growth and remaining challenges.	Teacher Collaboration		Monitor	08/01/2014	09/30/2015	\$0	No Funding Required	Science staff, administration, district coach

Strategy 2:

Best Practice Instruction for all Students - All staff will have a solid understanding of the Rigor and Relevance Framework in order to implement it in their classrooms, along with integrating technology.

Research Cited: Daggett System for Effective Instruction

Tier:

Activity - Professional Development in Rigor and Relevance and Technology Instructions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Through the use of Best Practice Instruction for all students, all staff will have a solid understanding of the Rigor and Relevance Framework in order to implement it in their classrooms, integrating technology.	Professional Learning		Getting Ready	08/01/2014	09/30/2015	\$70000	Title II Part A	Administration, Rigor and Relevance Coach

Activity - Quad D Lesson Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will complete products developed during Quad D lessons twice per term.	Implementation		Implement	08/01/2014	09/30/2015	\$0	No Funding Required	Administration, science staff

Activity - Monitor and Evaluation of Strategic Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Monitoring and evaluation will include staff members using the PLC protocol to cyclically analyze their formative and summative assessments (including Pearson data) as well as student work in order to find areas of student growth and remaining challenges.	Teacher Collaboration		Monitor	08/01/2014	09/30/2015	\$0	No Funding Required	Science staff, Administration, district coach
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Strategy 3:

MTSS - Staff will develop a MTSS for students identified as needing additional support. Technology based interventions are Tier 2 supports while structured tutoring is a Tier 3 support.

Research Cited: IES Practice Guide Assisting Students Struggling with Mathematics: Response to Intervention for Elementary and Middle Schools. (NCEE 2009-4060.

Tier: Tier 2

Activity - Technology based interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use technology based interventions to help augment areas identified as weaknesses for individual students(including EL, SE and other subgroups) .	Academic Support Program	Tier 2	Implement	08/01/2014	09/30/2015	\$25000	Section 31a	Science teachers, structured tutoring teachers, administration

Activity - Structured Tutoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students(including EL, SE and other subgroups) will participate in tier based instruction to increase academic achievement in their deficit area. Technology based interventions will be used to assist students during this time therefore licensing, computers and staff will be needed.	Academic Support Program	Tier 3	Implement	08/01/2014	09/30/2015	\$3000	Section 31a	Structured tutoring teacher, EL teachers, administration

Activity - Monitor and Evaluation of Strategic Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitoring and evaluation will include staff members using the PLC protocol to cyclically analyze their formative and summative assessments (including data associated with the technology based interventions)as well as student work in order to find areas of student growth and remaining challenges.	Teacher Collaboration		Monitor	08/01/2014	09/30/2015	\$0	No Funding Required	Science staff, administration

Strategy 4:

Parental Engagement - Staff will engage parents and guardians of students to support student learning in math through a variety of means.

Research Cited: Epstein, J. (2002). School, Family and Community Partnerships: Your Handbook for Action. Thousand Oaks, CA. Corwin Press, Inc.

Tier:

Activity - Electronic Resources	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Saginaw High School will use electronic resources, including remind101 and Schoommessenger, to notify parents of homework and upcoming events.	Parent Involvement		Implement	08/01/2014	09/30/2015	\$0	No Funding Required	All staff, administration
Activity - Parent workshops and Conferences	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents will be encouraged to attend workshops and conferences through a variety of methods including mailing hard copies to parents.	Parent Involvement		Implement	08/01/2014	09/30/2015	\$5000	General Fund	Administration, school secretaries
Activity - Monitor and Evaluation of Parent Attendance	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitor and evaluate parent sign-ins, workshop agendas, parent survey, and documented feedback forms from workshops or school events.	Parent Involvement		Monitor	08/01/2014	09/30/2015	\$0	No Funding Required	Staff, School Improvement Team, administration

Goal 3: Reading - All students at Saginaw High School will demonstrate achievement of the CCSS for their appropriate grade in level in reading.

Measurable Objective 1:

A 10% increase of Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency of satisfactory achievement levels in Reading by 09/30/2015 as measured by school, district and state assessments..

Strategy 1:

Reading PLC's - All staff will engage in PLC's and strategically developed professional development to address achievement gaps and to support student learning in all content areas. Professional development is needed on how to effectively implement professional learning communities to meet the unique needs of Saginaw High School.

Research Cited: DuFour, R. (2004). What is a professional learning community? Educational Leadership, 61(8), 6–11. DuFour, R. (2007). Professional learning communities: A bandwagon, an idea worth considering, or our best hope for high levels of learning? Middle School Journal, 39(4), 1–8. Hord, S. M., & Sommers, W. A.

(2008). Leading professional learning communities: Voices from research and practice. Thousand Oaks, CA: Corwin Press.

Tier:

Activity - Professional development in PLC's including PLC protocol	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide job embedded professional development in effective PLC's and PLC protocol for staff using district coaches to review student reading assessments and academic intervention data.	Professional Learning		Getting Ready	08/01/2014	09/30/2015	\$2000	Title II Part A	District coach, administration, all teaching staff

Activity - Word Splash	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will complete Word Splashes in all classes with content area reading.	Implementation	Tier 1	Implement	08/01/2014	09/30/2015	\$0	No Funding Required	All staff, administration, district coach

Activity - Monitor and Evaluation of Strategic Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitoring and evaluation will include staff members using the PLC protocol to cyclically analyze their formative and summative assessments (including Pearson data) as well as student work in order to find areas of student growth and remaining challenges.	Teacher Collaboration		Monitor	08/01/2014	09/30/2015	\$0	No Funding Required	All staff, administration, district coach

Strategy 2:

Best Practice Instruction for all Students - All staff will have a solid understanding of the Rigor and Relevance Framework in order to implement it in their classrooms, along with integrating technology.

Research Cited: Daggett System for Effective Instruction

Tier:

Activity - Professional Development in Rigor and Relevance and Technology Instructions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Through the use of Best Practice Instruction for all students, all staff will have a solid understanding of the Rigor and Relevance Framework in order to implement it in their classrooms, integrating technology.	Professional Learning		Getting Ready	08/01/2014	09/30/2015	\$70000	Title II Part A	Administration, Rigor and Relevance Coach

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Activity - Quad D Lesson Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will complete products developed during Quad D lessons into their content reading instruction twice per term.	Implementation		Implement	08/01/2014	09/30/2015	\$0	No Funding Required	All teaching staff, administration

Activity - Monitor and Evaluation of Quad D lessons	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitor using student quad products, PLC protocol notes and analysis of products, including evaluation based on formative and summative assessments.	Teacher Collaboration	Tier 1	Monitor	08/01/2014	09/30/2015	\$0	No Funding Required	All staff, administration, district coach

Strategy 3:

MTSS - Staff will develop a MTSS for students identified as needing additional support. Academic Intervention classes are Tier 2 supports while Strategic classes are Tier 3 supports.

Research Cited: IES Practice Guide – Improving Adolescent Literacy: Effective Classroom and Intervention Practices

http://ies.ed.gov/ncee/wwc/pdf/practiceguides/adlit_pg_082608.pdf

Tier: Tier 2

Activity - Academic Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Academic Intervention classes will be based on 8th grade Aimsweb data, student grades, state and district assessment data, pre and post assessment data.	Academic Support Program	Tier 3	Implement	08/01/2014	09/30/2015	\$3600	General Fund	Academic Intervention teachers, Administration

Activity - Strategic classes and Structured Tutoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students(including EL, SE and other subgroups) will participate in tier based instruction to increase academic achievement in their deficit area. Technology based interventions will be used to assist students during this time therefore licensing, computers and staff will be needed.	Academic Support Program	Tier 3	Implement	08/01/2014	09/30/2015	\$200000	Section 31a	Strategic staff, structured tutoring teachers, EL staff, and administration

Activity - Monitor and Evaluation of Strategic Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitoring and evaluation will include staff members using the PLC protocol to cyclically analyze their formative and summative assessments as well as student work in order to find areas of student growth and remaining challenges.	Teacher Collaboration		Evaluate	08/01/2014	09/30/2015	\$0	No Funding Required	All staff, administration

Strategy 4:

Parental Engagement - Staff will engage parents and guardians of students to support student learning in math through a variety of means.

Research Cited: Epstein, J. (2002). School, Family and Community Partnerships: Your Handbook for Action. Thousand Oaks, CA. Corwin Press, Inc.

Tier:

Activity - Electronic Resources	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Saginaw High School will use electronic resources, including remind101 and Schoolmessenger, to notify parents of homework and upcoming events.	Parent Involvement		Implement	08/01/2014	09/30/2015	\$0	No Funding Required	All staff, administration

Activity - Parent workshops and Conferences	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents will be encouraged to attend workshops and conferences through a variety of methods including mailing hard copies to parents.	Parent Involvement		Implement	08/01/2014	09/30/2015	\$5000	General Fund	Administration, school secretaries

Activity - Monitor and Evaluation of Parent Attendance	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitor and evaluate parent sign-ins, workshop agendas, parent survey, and documented feedback forms from workshops or school events.	Parent Involvement		Monitor	08/01/2014	09/30/2015	\$0	No Funding Required	School Improvement Team

Goal 4: Writing - All students will demonstrate achievement of the CCSS for writing for their appropriate grade level.

Measurable Objective 1:

A 10% increase of Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency of satisfactory achievement levels in Writing by 09/30/2015 as measured by s measured by school. district and state assessments..

Strategy 1:

Writing PLC's - All staff will engage in PLC's and strategically developed professional development to address achievement gaps and to support student learning in all content areas. Professional development is needed on how to effectively implement professional learning communities to meet the unique needs of Saginaw High School.

Research Cited: DuFour, R. (2004). What is a professional learning community? Educational Leadership, 61(8), 6–11. DuFour, R. (2007). Professional learning communities: A bandwagon, an idea worth considering, or our best hope for high levels of learning? Middle School Journal, 39(4), 1–8. Hord, S. M., & Sommers, W. A. (2008). Leading professional learning communities: Voices from research and practice. Thousand Oaks, CA: Corwin Press.

Tier:

Activity - Professional development in PLC's including PLC protocol	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide job embedded professional development in effective PLC's and PLC protocol for staff using district coaches to review student writing assessments.	Teacher Collaboration		Getting Ready	08/01/2014	09/30/2015	\$2000	Title II Part A	District coach, administration, all teaching staff

Activity - Argumentative Writing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will complete argumentative essays in all classes once a semester.	Implementation	Tier 1	Implement	08/01/2014	09/30/2015	\$0	No Funding Required	All staff, administration, district coach

Activity - Monitor and Evaluation of Strategic Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitoring and evaluation will include staff members using the PLC protocol to cyclically analyze students' argumentative essays in order to find areas of student growth and remaining challenges.	Teacher Collaboration		Monitor	08/01/2014	09/30/2015	\$0	No Funding Required	All staff, administration, district coach

Strategy 2:

Best Practice Instruction for all Students - All staff will have a solid understanding of the Rigor and Relevance Framework in order to implement it in their classrooms, along with integrating technology.

Research Cited: Writing Next: Effective Strategies to Improve Writing of Adolescents in Middle and High School

<http://www.all4ed.org/files/WritingNext.pdf>

Emphasizes the need to integrate writing skill development into adolescent literacy instruction and details eleven key elements that can be combined in flexible ways to

strengthen literacy development for middle and high school students.

Writing to Read: Evidence of How Writing Can Improve Reading

http://carnegie.org/fileadmin/Media/Publications/WritingToRead_01.pdf

Writing to Read builds on Writing Next by providing evidence for how writing can improve reading. It describes the ability to read, comprehend, and write—the ability to organize information into knowledge—as tantamount to a survival skill and recommends a cluster of closely related writing practices shown to be effective in improving students’ reading.

Tier:

Activity - Professional Development in Rigor and Relevance and Technology Instructions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Through the use of Best Practice Instruction for all students, all staff will have a solid understanding of the Rigor and Relevance Framework in order to implement it in their classrooms, integrating technology.	Professional Learning		Getting Ready	08/01/2014	09/30/2015	\$70000	Title II Part A	Administration, Rigor and Relevance Coach

Activity - Quad D Lesson Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will complete writing products developed during Quad D lessons twice per term.	Teacher Collaboration		Implement	08/01/2014	09/30/2015	\$0	No Funding Required	All staff, administration, district coach

Activity - Monitor and Evaluation of Quad D lessons	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitor using student quad products, PLC protocol notes and analysis of products, including evaluation based on formative and summative assessments.	Teacher Collaboration		Monitor	08/01/2014	09/30/2014	\$0	No Funding Required	All staff, administration, district coach

Strategy 3:

MTSS - Staff will develop a MTSS for students identified as needing additional support. Academic Intervention classes are Tier 2 supports while Strategic classes and structured tutoring are Tier 3 supports.

Research Cited: Kamil, M. L., Borman, G. D., Dole, J., Kral, C. C., Salinger, T., and Torgesen, J. (2008). Improving adolescent literacy: Effective classroom and intervention practices: A Practice Guide (NCEE #20084027). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from <http://ies.ed.gov/ncee/wwc>. U.S. Department of Education, Institute of Education Sciences, What Works Clearinghouse. (2012, October).

Tier: Tier 2

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Activity - Strategic classes and Structured Tutoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students(including EL, SE and other subgroups) will participate in tier based instruction to increase academic achievement in their deficit area. Technology based interventions will be used to assist students during this time therefore licensing, computers and staff will be needed.	Academic Support Program	Tier 3	Implement	08/01/2014	09/30/2015	\$200000	Section 31a	Strategic staff, structured tutoring teachers, EL teachers, and administration

Activity - Technology based interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use technology based interventions to help augment areas identified as weaknesses for individual students(including EL, SE and other subgroups) .	Academic Support Program	Tier 2	Implement	08/01/2014	09/30/2015	\$25000	Section 31a	ELA teachers, structured tutoring teachers, EL teachers, and administration

Activity - Monitor and Evaluation of Strategic Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitoring and evaluation will include staff members using the PLC protocol to cyclically analyze their formative and summative assessments as well as student work in order to find areas of student growth and remaining challenges.	Teacher Collaboration		Monitor	08/01/2014	09/30/2015	\$0	No Funding Required	Teaching staff, administration

Strategy 4:

Parental Engagement - Staff will engage parents and guardians of students to support student learning in math through a variety of means.

Research Cited: Epstein, J. (2002). School, Family and Community Partnerships: Your Handbook for Action. Thousand Oaks, CA. Corwin Press, Inc.

Tier:

Activity - Electronic Resources	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Saginaw High School will use electronic resources, including remind101 and Schoolmessenger, to notify parents of homework and upcoming events.	Parent Involvement		Implement	08/01/2014	09/30/2014	\$0	No Funding Required	All staff, administration

Activity - Parent workshops and Conferences	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents will be encouraged to attend workshops and conferences through a variety of methods including mailing hard copies to parents.	Parent Involvement		Implement	08/01/2014	09/30/2015	\$5000	General Fund	Administration, school secretaries
Activity - Monitor and Evaluation of Parent Attendance	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitor and evaluate parent sign-ins, workshop agendas, parent survey, and documented feedback forms from workshops or school events.	Parent Involvement		Monitor	08/01/2014	09/30/2015	\$0	No Funding Required	Staff, School Improvement Team, administration

Goal 5: Stable and High Performing Organization - Saginaw High will become a stable and high performing organization to promote the success of all students.

Measurable Objective 1:

collaborate to establish procedures and routines to promote a high performing organization by 09/30/2014 as measured by feedback from stakeholders..

Strategy 1:

Continuous Growth Model - Staff will engage in Professional Learning Communities (PLCs) and participate in job embedded coaching/PD to ensure the success and growth of all students

Research Cited: Research: DuFour, R. (May 2004). What is a professional learning community? Educational Leadership.

Barth, R. (1991).Restructuring schools: Some questions for teachers and principals. Phi Delta Kappan, 73(2), 123-129.

Marzano, R. (2003). What works in Schools: Translating research into action, Alexandria, VA: ASCD.

Tier: Tier 1

Activity - Professional Learning Communities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff uses formative data, summative data, lesson design and student work that focuses professional dialogue to adjust instruction and increase student achievement.	Teacher Collaboration	Tier 1	Implement	08/01/2014	09/30/2015	\$0	Section 31a	Teachers, Administrators

Activity - Job embedded coaching/PD	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Coaches support staff through PLCs, classroom visits, model lessons, co-teaching, data conversations, Teacher Institute, online learning, and other professional development opportunities.	Professional Learning	Tier 1	Implement	08/01/2014	09/30/2015	\$0	Section 31a	Teachers, Administrators

Activity - Monitor and evaluate	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitoring and evaluation will include PLC Protocols, PARs, Data Dashboards, Teacher Institute participation percentages and feedback forms, etc.	Other	Tier 1	Getting Ready	08/01/2014	09/30/2015	\$0	Section 31a	Teachers, Administrators

Strategy 2:

College and Career Ready Culture - Staff will provide multiple opportunities for students to gain knowledge, participate in hands-on experiences and be prepared to select a pathway to a college career or vocation.

Research Cited: Research: Cookson, Jr., P.W. (August, 2013). Class rules: Exposing inequality in American high schools. American Institutes for Research.

Helping Students Navigate the Path to College: What High Schools Can Do. <http://ies.ed.gov/ncee/wwc/practiceguide.aspx?sid=11>

High Schools as Launch Pads: How College-Going Culture Improves Graduation Rates in Low Income Schools.

http://www.collegesummit.org/images/uploads/WhitePaper_new.pdf

Dougherty, C., & Rutherford, J. (2010). Six guiding principles for school improvement efforts. Austin, TX: National Center for Educational Achievement.

Spokane Public Schools (2011). Creating a college going culture work plan: Goals, principles, and strategic steps on how Spokane will lead the state in college attainment. Spokane Public Schools.

ACT (2012). Rising to the challenge of college and career readiness: A framework for effective practices.

Marzano, R. (2004). Building background knowledge for academic achievement: Research on what works in schools. Alexandria, VA: ASCD.

Marzano, R., Pickering D., and Pollock, J. (2005). Classroom instruction that works. Upper Saddle River, NJ: Pearson Education.

Schmoker, M. (2011). FOCUS: Elevating the essentials to radically improve student learning. Alexandria, VA: ASCD.

Tier: Tier 1

Activity - Curriculum Framework	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will collaborate in the development of curriculum documents and instructional resources to ensure access to rigorous college and career pathways for all students.	Curriculum Development	Tier 1	Implement	08/01/2014	09/30/2015	\$0	Section 31a	Teachers, counselors, Administrators

Activity - Career and College Ready	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will engage in early and ongoing opportunities to explore careers and identify pathways to achieve their career goals.	Career Preparation /Orientation	Tier 1	Implement	08/01/2014	09/30/2015	\$0	Section 31a	Teachers, Counselors, Administrators

Activity - Monitor and Evaluate	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitoring and evaluation will include curriculum documents and instructional resources, building calendar (career activities), student, staff and stakeholder surveys.	Other	Tier 1	Implement	08/01/2014	09/30/2015	\$0	Section 31a	Teachers, Counselors, and Administrators

Strategy 3:

Safe and Effective Learning Environment - Through a variety of resources, staff will be able to provide a positive climate, support personnel, and establish opportunities for creating a learning environment conducive for student success.

Research Cited: Research: Jacobsen, M., & Polin, M. (2006). A district's role in building a safe and civil school. *Principal Leadership*, 7(4), 36-40.

Sprick, R., & Booher, M. (2006). Behavior support and response to intervention: A systemic approach to meeting the social/emotional needs of students. *Communiqué*, 35(4), 34, 36.

Sprick, R. (2009). Positive behavior support: A powerful vehicle for preparing 21st century citizens. *SEEN Magazine*, 11(3), 94.

Tier: Tier 1

Activity - Collaborative Climate	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will engage in professional development that identifies, acknowledges, and develops a safe and collaborative climate for all students.	Professional Learning	Tier 1	Implement	08/01/2014	09/30/2015	\$0	Section 31a	Teachers, Administrators

Activity - Student Supports	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will achieve success in a rigorous academic environment by being offered extended learning opportunities utilizing trained personnel, given support for transitional planning and collaboration and programs to promote social, emotional and academic growth.	Academic Support Program	Tier 1	Implement	08/01/2014	09/30/2015	\$0	Section 31a	Teachers, Administrators

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Activity - Monitor and Evaluate	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitoring and Evaluation will include PD records, perception surveys, student growth data, student usage logs, incident reports, etc.	Other	Tier 1	Implement	08/01/2014	09/30/2015	\$0	Section 31a	Teachers, Administrators

Strategy 4:

Parent and Community Involvement - Staff will work with parents and community members to provide opportunities that support social, emotional and academic progress of students.

Research Cited: Research: Epstein, J.L. (2001). School, family, and community partnerships: Preparing educators and improving schools. Boulder, CO: Westview Press.

Henderson, A.T., & Mapp, K.L. (2002). A new wave of evidence: The impact of school, family, and community connections on student achievement. Austin, TX: Southwest Educational Development Laboratory.

Salinas, K.C., & Janson, N.R. (2003). Promising partnership practices 2003. Baltimore: Center on School, Family, and Community Partnerships, Johns Hopkins University.

Tier: Tier 1

Activity - Parent Resources	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will collaborate with parent representatives to identify and provide opportunities that support social, emotional and academic progress of students and families through a variety of district and community resources.	Parent Involvement	Tier 1	Implement	08/01/2014	09/30/2015	\$0	No Funding Required	Staff, administration, SBHC

Activity - Community Involvement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will increase and improve working relationships with community support resources, business, industry and post-secondary education.	Community Engagement		Implement	08/01/2014	09/30/2015	\$0	No Funding Required	Staff, administration

Activity - Monitor and Evaluate	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitoring and Evaluation will include parent and visitor sign in sheets, event flyers, building lists of community partner activities, agendas and minutes from meetings (PTO, planning meetings with community partners), staff, parents, students, and stakeholder surveys.	Monitor		Evaluate	08/01/2014	09/30/2015	\$5000	General Fund	Staff, administration

Goal 6: Social Studies - All students will demonstrate achievement of high school content expectations in the core content areas of Social Studies.

Measurable Objective 1:

A 10% increase of Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency of high school expectations in the core content areas of Social Studies. in Social Studies by 06/05/2015 as measured by as measured by the EXPLORE, PLAN, ACT, and MME standardized assessments..

Strategy 1:

Social Studies PLC's - Social Studies PLC's - Social Studies staff will engage in PLCs and strategically developed professional development to address the achievement gaps and to support student learning in Social Studies. Professional development is needed on how to effectively implement professional learning communities to meet the unique needs of Saginaw High School.

Research Cited: Research Cited: DuFour, R. (2007). Professional learning communities: A bandwagon, an idea worth considering, or our best hope for high levels of learning? Middle School Journal, 39(4), 1-8. Hord, S.M., & Sommers, W. A. (2008). Leading Professional Learning Communities: Voices from Research and Practice. Thousand Oaks, CA: Corwin Press.

Tier: Tier 1

Activity - Professional development in PLC's including PLC protocol	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide job embedded professional development in effective PLC's and PLC protocol for staff using district instructional coaches to review student social studies assessments.	Professional Learning	Tier 1	Getting Ready	08/01/2014	09/30/2015	\$2000	Title II Part A	District coach, administrators, social studies staff

Activity - Questioning (QAR)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will analyze the types of questions used within thier social studies content.	Implementation	Tier 1	Implement	08/01/2014	09/30/2015	\$0	No Funding Required	Social studies teachers, administration, district coach

Activity - Monitor and Evaluation of Strategic Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Monitoring and evaluation will include staff members using the PLC protocol to cyclically analyze their formative and summative assessments as well as student work in order to find areas of student growth and remaining challenges.	Monitor		Evaluate	08/01/2014	09/30/2014	\$0	No Funding Required	Social students teachers, administration, district coach
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Strategy 2:

Best Practice Instruction for all Students - Through the use of Best Practice Instruction for all students, all staff will have a solid understanding of the Rigor and Relevance Framework in order to implement it in their classrooms and integrating technology.

Research Cited: Daggett System for Effective Instruction

Tier:

Activity - Professional Development in Rigor and Relevance and Technology	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional development will be provided for selected staff members who need training with the Framework and with integrating technology into the social studies classroom.	Professional Learning		Getting Ready	08/01/2014	09/30/2015	\$70000	Title II Part A	Administration, Rigor and Relevance Coach

Activity - Quad D Lesson Completion	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will complete products developed during Quad D lessons into their social studies classes twice per term.	Implementation		Implement	08/01/2014	09/30/2014	\$0	No Funding Required	Administration, social studies staff

Activity - Monitor and Evaluation of Quad D Lessons	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitor using student Quad D products, PLC protocol notes and analysis of products, including evaluation based on formative and summative assessments.	Teacher Collaboration	Tier 1	Monitor	08/01/2014	09/30/2015	\$0	No Funding Required	Social Studies staff, Administration, district coach

Strategy 3:

MTSS - Staff will develop a MTSS for students identified as needing additional support. Academic Intervention classes are Tier 2 supports while Strategic classes are Tier 3 supports.

Research Cited: Daggett System For Effective Instruction

Tier:

Activity - Strategic Classes and Structural Tutoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students (including EL, SE and other subgroups) will participate in tier based instruction to increase academic achievement in their deficit area. Technology based interventions will be used to assist students.	Academic Support Program	Tier 3	Implement	08/01/2014	09/30/2015	\$200000	Section 31a	Strategic staff, structured tutoring teachers, EL teachers, and Administration.

Activity - Monitor and Evaluation of Strategic Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitoring and evaluation will include staff members using the PLC protocol to cyclically analyze their formative and summative assessments as well as student work in order to identify areas of student growth and remaining achievement gaps.	Teacher Collaboration		Monitor	08/01/2014	09/30/2015	\$0	No Funding Required	Social Studies staff, Administration

Activity - Technology based interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use technology based interventions to help augment areas identified as weaknesses for individual students(including EL, SE and other subgroups) .	Academic Support Program	Tier 2	Implement	08/01/2014	09/30/2015	\$25000	Section 31a	Science teachers, structured tutoring teachers, EL teachers, and administration

Strategy 4:

Parental Engagement - Staff will engage parents and guardians of students to support student learning in social studies through a variety of means.

Research Cited: Epstein, J. (2002). School, Family and Community Partnerships: Your Handbook for Action. Thousand Oaks, CA. Corwin Press, Inc.

Tier:

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Activity - Electronic Resources	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Saginaw High School will use electronic resources, including Remind 101 and School Messenger to notify parents of homework and upcoming events.	Parent Involvement		Implement	08/01/2014	09/30/2015	\$0	No Funding Required	All staff, Administration
Activity - Parent Workshops and Conferences	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents will be encouraged to attend workshops and conferences through a variety of communication methods including mailing notices to parents.	Parent Involvement		Implement	08/01/2014	09/30/2015	\$5000	General Fund	Administration, school secretaries
Activity - Monitor and Evaluation of Parent Attendance	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitor and evaluate parent sign-ins, workshop agendas, parent survey, and documented feedback forms from workshops or school events.	Parent Involvement		Monitor	08/01/2014	09/30/2015	\$0	No Funding Required	School Improvement Team

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	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Development in Rigor and Relevance and Technology Instructions	Professional development will be provided for selected staff members who need training with the Framework and with integrating technology into the math classroom.	Professional Learning		Getting Ready	08/01/2014	09/30/2015	\$70000	Administration, Rigor and Relevance Coach
Professional development in PLC's including PLC protocol	Provide job embedded professional development in effective PLC's and PLC protocol for staff using district coaches to review student science assessments.	Professional Learning		Getting Ready	08/01/2014	09/30/2015	\$2000	District coach, administration, science staff
Professional development in PLC's including PLC protocol	Provide job embedded professional development in effective PLC's and PLC protocol for staff using district coaches to review student reading assessments and academic intervention data.	Professional Learning		Getting Ready	08/01/2014	09/30/2015	\$2000	District coach, administration, all teaching staff
Professional Development in Rigor and Relevance and Technology Instructions	Through the use of Best Practice Instruction for all students, all staff will have a solid understanding of the Rigor and Relevance Framework in order to implement it in their classrooms, integrating technology.	Professional Learning		Getting Ready	08/01/2014	09/30/2015	\$70000	Administration, Rigor and Relevance Coach
Professional Development in Rigor and Relevance and Technology Instructions	Through the use of Best Practice Instruction for all students, all staff will have a solid understanding of the Rigor and Relevance Framework in order to implement it in their classrooms, integrating technology.	Professional Learning		Getting Ready	08/01/2014	09/30/2015	\$70000	Administration, Rigor and Relevance Coach
Professional Development in Rigor and Relevance and Technology	Professional development will be provided for selected staff members who need training with the Framework and with integrating technology into the social studies classroom.	Professional Learning		Getting Ready	08/01/2014	09/30/2015	\$70000	Administration, Rigor and Relevance Coach

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Professional development in PLC's including PLC protocol	Provide job embedded professional development in effective PLC's and PLC protocol for staff using district coaches to review student writing assessments.	Teacher Collaboration		Getting Ready	08/01/2014	09/30/2015	\$2000	District coach, administration, all teaching staff
Professional Development in Rigor and Relevance and Technology Instructions	Through the use of Best Practice Instruction for all students, all staff will have a solid understanding of the Rigor and Relevance Framework in order to implement it in their classrooms, integrating technology.	Professional Learning		Getting Ready	08/01/2014	09/30/2015	\$70000	Administration, Rigor and Relevance Coach
Professional development in PLC's including PLC protocol	Provide job embedded professional development in effective PLC's and PLC protocol for staff using district coaches to review student math assessments and academic intervention data.	Professional Learning	Tier 1	Getting Ready	08/01/2014	09/30/2015	\$2000	District coach, administration, math staff
Professional development in PLC's including PLC protocol	Provide job embedded professional development in effective PLC's and PLC protocol for staff using district instructional coaches to review student social studies assessments.	Professional Learning	Tier 1	Getting Ready	08/01/2014	09/30/2015	\$2000	District coach, administrators, social studies staff

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Quad D Lesson Development	Students will complete products developed during Quad D lessons into their content reading instruction twice per term.	Implementation		Implement	08/01/2014	09/30/2015	\$0	All teaching staff, administration
Monitor and Evaluation of Strategic Interventions	Monitoring and evaluation will include staff members using the PLC protocol to cyclically analyze their formative and summative assessments as well as student work in order to identify areas of student growth and remaining achievement gaps.	Teacher Collaboration		Monitor	08/01/2014	09/30/2015	\$0	Social Studies staff, Administration
Monitor and Evaluation of Parent Attendance	Monitor and evaluate parent sign-ins, workshop agendas, parent survey, and documented feedback forms from workshops or school events.	Parent Involvement		Monitor	08/01/2014	09/30/2015	\$0	School Improvement Team
Argumentative Writing	Students will complete argumentative essays in all classes once a semester.	Implementation	Tier 1	Implement	08/01/2014	09/30/2015	\$0	All staff, administration, district coach

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Monitor and Evaluation of Quad D lessons	Monitor using student quad products, PLC protocol notes and analysis of products, including evaluation based on formative and summative assessments.	Teacher Collaboration	Tier 1	Monitor	08/01/2014	09/30/2015	\$0	Math staff, Administration, district coach
Quad D Lesson completion	Students will complete products developed during Quad D lessons into their math classes twice per term.	Implementation	Tier 1	Implement	08/01/2014	09/30/2015	\$0	Administration, math staff
Quad D Lesson Development	Students will complete writing products developed during Quad D lessons twice per term.	Teacher Collaboration		Implement	08/01/2014	09/30/2015	\$0	All staff, administration, district coach
Multi-step Equations Bell Work	Students will complete multi-step equation bell work in all math classes.	Implementation	Tier 1	Implement	08/01/2014	09/30/2015	\$0	Math staff, administration, district coach
Electronic Resources	Saginaw High School will use electronic resources, including remind101 and Schoolmessenger, to notify parents of homework and upcoming events.	Parent Involvement		Implement	08/01/2014	09/30/2015	\$0	All staff, administration
Electronic Resources	Saginaw High School will use electronic resources, including remind101 and Schoolmessenger, to notify parents of homework and upcoming events.	Parent Involvement		Implement	08/01/2014	09/30/2015	\$0	All staff, administration
Monitor and Evaluation of Strategic Interventions	Monitoring and evaluation will include staff members using the PLC protocol to cyclically analyze their formative and summative assessments as well as student work in order to find areas of student growth and remaining challenges.	Teacher Collaboration		Monitor	08/01/2014	09/30/2015	\$0	Math staff, administration
Monitor and Evaluation of Strategic Interventions	Monitoring and evaluation will include staff members using the PLC protocol to cyclically analyze students' argumentative essays in order to find areas of student growth and remaining challenges.	Teacher Collaboration		Monitor	08/01/2014	09/30/2015	\$0	All staff, administration, district coach
Monitor and Evaluation of Strategic Interventions	Monitoring and evaluation will include staff members using the PLC protocol to cyclically analyze their formative and summative assessments (including data associated with the technology based interventions) as well as student work in order to find areas of student growth and remaining challenges.	Teacher Collaboration		Monitor	08/01/2014	09/30/2015	\$0	Science staff, administration
Monitor and Evaluation of Strategic Interventions	Monitoring and evaluation will include staff members using the PLC protocol to cyclically analyze their formative and summative assessments as well as student work in order to find areas of student growth and remaining challenges.	Teacher Collaboration		Evaluate	08/01/2014	09/30/2015	\$0	All staff, administration

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Quad D Lesson Development	Students will complete products developed during Quad D lessons twice per term.	Implementation		Implement	08/01/2014	09/30/2015	\$0	Administration, science staff
Monitor and Evaluation of Parent Attendance	Monitor and evaluate parent sign-ins, workshop agendas, parent survey, and documented feedback forms from workshops or school events.	Parent Involvement		Monitor	08/01/2014	09/30/2015	\$0	Staff, School Improvement Team, administration
Parent Resources	Staff will collaborate with parent representatives to identify and provide opportunities that support social, emotional and academic progress of students and families through a variety of district and community resources.	Parent Involvement	Tier 1	Implement	08/01/2014	09/30/2015	\$0	Staff, administration, SBHC
Monitor and Evaluation of Strategic Interventions	Monitoring and evaluation will include staff members using the PLC protocol to cyclically analyze students' analysis of charts and graphs in order to find areas of student growth and remaining challenges.	Teacher Collaboration		Monitor	08/01/2014	09/30/2015	\$0	Science staff, administration, district coach
Monitor and Evaluation of Strategic Interventions	Monitoring and evaluation will include staff members using the PLC protocol to cyclically analyze their formative and summative assessments (including Pearson data) as well as student work in order to find areas of student growth and remaining challenges.	Teacher Collaboration		Monitor	08/01/2014	09/30/2015	\$0	Science staff, Administration, district coach
Monitor and Evaluation of Parent Attendance	Monitor and evaluate parent sign-ins, workshop agendas, parent survey, and documented feedback forms from workshops or school events.	Parent Involvement		Monitor	08/01/2014	09/30/2015	\$0	School Improvement Team
Quad D Lesson Completion	Students will complete products developed during Quad D lessons into their social studies classes twice per term.	Implementation		Implement	08/01/2014	09/30/2014	\$0	Administration, social studies staff
Questioning (QAR)	Students will analyze the types of questions used within their social studies content.	Implementation	Tier 1	Implement	08/01/2014	09/30/2015	\$0	Social studies teachers, administration, district coach
Monitor/Evaluation of Student Data	Monitoring and evaluation will include staff members using the PLC protocol to cyclically analyze their formative and summative assessments as well as student work in order to find areas of student growth and remaining challenges.	Teacher Collaboration		Monitor	08/01/2014	09/30/2015	\$0	Math staff, administration, district coach
Monitor and Evaluation of Quad D lessons	Monitor using student quad products, PLC protocol notes and analysis of products, including evaluation based on formative and summative assessments.	Teacher Collaboration	Tier 1	Monitor	08/01/2014	09/30/2015	\$0	All staff, administration, district coach

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Monitor and Evaluation of Parent Attendance	Monitor and evaluate parent sign-ins, workshop agendas, parent survey, and documented feedback forms from workshops or school events.	Parent Involvement		Monitor	08/01/2014	09/30/2015	\$0	Staff, School Improvement Team, administration
Monitor and Evaluation of Quad D lessons	Monitor using student quad products, PLC protocol notes and analysis of products, including evaluation based on formative and summative assessments.	Teacher Collaboration		Monitor	08/01/2014	09/30/2014	\$0	All staff, administration, district coach
Community Involvement	Staff will increase and improve working relationships with community support resources, business, industry and post-secondary education.	Community Engagement		Implement	08/01/2014	09/30/2015	\$0	Staff, administration
Electronic Resources	Saginaw High School will use electronic resources, including remind101 and Schoolmessenger, to notify parents of homework and upcoming events.	Parent Involvement		Implement	08/01/2014	09/30/2015	\$0	All staff, administration
Monitor and Evaluation of Quad D Lessons	Monitor using student Quad D products, PLC protocol notes and analysis of products, including evaluation based on formative and summative assessments.	Teacher Collaboration	Tier 1	Monitor	08/01/2014	09/30/2015	\$0	Social Studies staff, Administration, district coach
Monitor and Evaluation of Strategic Interventions	Monitoring and evaluation will include staff members using the PLC protocol to cyclically analyze their formative and summative assessments (including Pearson data) as well as student work in order to find areas of student growth and remaining challenges.	Teacher Collaboration		Monitor	08/01/2014	09/30/2015	\$0	All staff, administration, district coach
Monitor and Evaluation of Strategic Interventions	Monitoring and evaluation will include staff members using the PLC protocol to cyclically analyze their formative and summative assessments as well as student work in order to find areas of student growth and remaining challenges.	Teacher Collaboration		Monitor	08/01/2014	09/30/2015	\$0	Teaching staff, administration
Electronic Resources	Saginaw High School will use electronic resources, including Remind 101 and School Messenger to notify parents of homework and upcoming events.	Parent Involvement		Implement	08/01/2014	09/30/2015	\$0	All staff, Administration
Monitor and Evaluation of Parent Attendance	Monitor and evaluate parent sign-ins, workshop agendas, parent survey, and documented feedback forms from workshops or school events.	Parent Involvement		Monitor	08/01/2014	09/30/2015	\$0	School Improvement Team
Electronic Resources	Saginaw High School will use electronic resources, including remind101 and Schoolmessenger, to notify parents of homework and upcoming events.	Parent Involvement		Implement	08/01/2014	09/30/2014	\$0	All staff, administration

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Word Splash	Students will complete Word Splashes in all classes with content area reading.	Implementation	Tier 1	Implement	08/01/2014	09/30/2015	\$0	All staff, administration, district coach
Monitor and Evaluation of Strategic Interventions	Monitoring and evaluation will include staff members using the PLC protocol to cyclically analyze their formative and summative assessments as well as student work in order to find areas of student growth and remaining challenges.	Monitor		Evaluate	08/01/2014	09/30/2014	\$0	Social students teachers, administration, district coach
Analysis of Charts and Graphs	Students will analyze charts and graphs within a science context biweekly.	Implementation	Tier 1	Implement	08/01/2014	09/30/2015	\$0	Science staff, administration, district coach

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Monitor and Evaluate	Monitoring and Evaluation will include parent and visitor sign in sheets, event flyers, building lists of community partner activities, agendas and minutes from meetings (PTO, planning meetings with community partners), staff, parents, students, and stakeholder surveys.	Monitor		Evaluate	08/01/2014	09/30/2015	\$5000	Staff, administration
Academic Intervention	Academic Intervention classes will be based on 8th grade Aimsweb data, student grades, state and district assessment data, pre and post assessment data.	Academic Support Program	Tier 2	Implement	08/01/2014	09/30/2015	\$3600	Academic Intervention teachers, Administration
Parent workshops and Conferences	Parents will be encouraged to attend workshops and conferences through a variety of methods including mailing hard copies to parents.	Parent Involvement		Implement	08/01/2014	09/30/2015	\$5000	Administration, school secretaries
Parent workshops and Conferences	Parents will be encouraged to attend workshops and conferences through a variety of methods including mailing hard copies to parents.	Parent Involvement		Implement	08/01/2014	09/30/2015	\$5000	Administration, school secretaries
Parent workshops and Conferences	Parents will be encouraged to attend workshops and conferences through a variety of methods including mailing hard copies to parents.	Parent Involvement		Implement	08/01/2014	09/30/2015	\$5000	Administration, school secretaries
Academic Intervention	Academic Intervention classes will be based on 8th grade Aimsweb data, student grades, state and district assessment data, pre and post assessment data.	Academic Support Program	Tier 3	Implement	08/01/2014	09/30/2015	\$3600	Academic Intervention teachers, Administration

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Parent Workshops and Conferences	Parents will be encouraged to attend workshops and conferences through a variety of communication methods including mailing notices to parents.	Parent Involvement		Implement	08/01/2014	09/30/2015	\$5000	Administration, school secretaries
Parent workshops and Conferences	Parents will be encouraged to attend workshops and conferences through a variety of methods including mailing hard copies to parents.	Parent Involvement		Implement	08/01/2014	09/30/2015	\$5000	Administration, school secretaries

Section 31a

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Career and College Ready	Students will engage in early and ongoing opportunities to explore careers and identify pathways to achieve their career goals.	Career Preparation /Orientation	Tier 1	Implement	08/01/2014	09/30/2015	\$0	Teachers, Counselors, Administrators
Strategic classes and Structured Tutoring	Students(including EL, SE and other subgroups) will participate in tier based instruction to increase academic achievement in their deficit area. Technology based interventions will be used to assist students during this time therefore licensing, computers and staff will be needed.	Academic Support Program	Tier 3	Implement	08/01/2014	09/30/2015	\$200000	Strategic staff, structured tutoring teachers, EL staff, and administration
Technology based interventions	Teachers will use technology based interventions to help augment areas identified as weaknesses for individual students(including EL, SE and other subgroups) .	Academic Support Program	Tier 2	Implement	08/01/2014	09/30/2015	\$25000	Science teachers, structured tutoring teachers, EL teachers, and administration
Job embedded coaching/PD	Coaches support staff through PLCs, classroom visits, model lessons, co-teaching, data conversations, Teacher Institute, online learning, and other professional development opportunities.	Professional Learning	Tier 1	Implement	08/01/2014	09/30/2015	\$0	Teachers, Administrators
Monitor and evaluate	Monitoring and evaluation will include PLC Protocols, PARs, Data Dashboards, Teacher Institute participation percentages and feedback forms, etc.	Other	Tier 1	Getting Ready	08/01/2014	09/30/2015	\$0	Teachers, Administrators
Collaborative Climate	Staff will engage in professional development that identifies, acknowledges, and develops a safe and collaborative climate for all students.	Professional Learning	Tier 1	Implement	08/01/2014	09/30/2015	\$0	Teachers, Administrators

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Strategic classes and Structured Tutoring	Students(including EL, SE and other subgroups) will participate in tier based instruction to increase academic achievement in their deficit area. Technology based interventions will be used to assist students during this time therefore licensing, computers and staff will be needed.	Academic Support Program	Tier 3	Implement	08/01/2014	09/30/2015	\$200000	Strategic staff, structured tutoring teachers, EL teachers, and administration
Strategic classes and Structural Tutoring	Students(including EL, SE and other subgroups) will participate in tier based instruction to increase academic achievement in their deficit area. Technology based interventions will be used to assist students during this time therefore licensing, computers and staff will be needed.	Academic Support Program	Tier 3	Implement	08/01/2014	09/30/2015	\$200000	Strategic staff, structured tutoring teachers, EL teachers, and administration
Monitor and Evaluate	Monitoring and evaluation will include curriculum documents and instructional resources, building calendar (career activities), student, staff and stakeholder surveys.	Other	Tier 1	Implement	08/01/2014	09/30/2015	\$0	Teachers, Counselors , and Administrators
Curriculum Framework	Staff will collaborate in the development of curriculum documents and instructional resources to ensure access to rigorous college and career pathways for all students.	Curriculum Development	Tier 1	Implement	08/01/2014	09/30/2015	\$0	Teachers, counselors, Administrators
Technology based interventions	Teachers will use technology based interventions to help augment areas identified as weaknesses for individual students(including EL, SE and other subgroups) .	Academic Support Program	Tier 2	Implement	08/01/2014	09/30/2015	\$25000	Science teachers, structured tutoring teachers, administration
Student Supports	Students will achieve success in a rigorous academic environment by being offered extended learning opportunities utilizing trained personnel, given support for transitional planning and collaboration and programs to promote social, emotional and academic growth.	Academic Support Program	Tier 1	Implement	08/01/2014	09/30/2015	\$0	Teachers, Administrators
Structured Tutoring	Students(including EL, SE and other subgroups) will participate in tier based instruction to increase academic achievement in their deficit area. Technology based interventions will be used to assist students during this time therefore licensing, computers and staff will be needed.	Academic Support Program	Tier 3	Implement	08/01/2014	09/30/2015	\$3000	Structured tutoring teacher, EL teachers, administration

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Professional Learning Communities	Staff uses formative data, summative data, lesson design and student work that focuses professional dialogue to adjust instruction and increase student achievement.	Teacher Collaboration	Tier 1	Implement	08/01/2014	09/30/2015	\$0	Teachers, Administrators
Technology based interventions	Teachers will use technology based interventions to help augment areas identified as weaknesses for individual students(including EL, SE and other subgroups) .	Academic Support Program	Tier 2	Implement	08/01/2014	09/30/2015	\$25000	ELA teachers, structured tutoring teachers, EL teachers, and administration
Monitor and Evaluate	Monitoring and Evaluation will include PD records, perception surveys, student growth data, student usage logs, incident reports, etc.	Other	Tier 1	Implement	08/01/2014	09/30/2015	\$0	Teachers, Administrators
Strategic Classes and Structural Tutoring	Students (including EL, SE and other subgroups) will participate in tier based instruction to increase academic achievement in their deficit area. Technology based interventions will be used to assist students.	Academic Support Program	Tier 3	Implement	08/01/2014	09/30/2015	\$200000	Strategic staff, structured tutoring teachers, EL teachers, and Administration.