



# **School Improvement Plan**

**Negaunee High School**

**Negaunee Public Schools**

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# TABLE OF CONTENTS

Introduction.....	1
 <b>Improvement Plan Assurance</b>	
Introduction.....	3
Improvement Plan Assurance.....	4
 <b>Plan for School Improvement Plan 2017 - 2018</b>	
Overview.....	6
Goals Summary.....	7
Goal 1: All Negaunee High School students will improve their mathematical skills.....	8
Goal 2: All Negaunee High School students will improve their proficiency in reading and writing.....	9
Goal 3: All Social Studies students will become proficient in constructing and expressing reasoned positions on public issues.....	13
Goal 4: Students at Negaunee High School will become more proficient in science.....	16
Activity Summary by Funding Source.....	19

## **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 2016-2017 school year, schools will have two options for Goals and Plans. 1. Update Goals and Plans, if necessary, based on analysis of data and Program Evaluation; 2. Complete and upload the Abbreviated Goals and Plans template into ASSIST, based on analysis of data and Program Evaluation.

Improvement Plan Assurance

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

# **Plan for School Improvement Plan 2017 - 2018**

# Overview

**Plan Name**

Plan for School Improvement Plan 2017 - 2018

**Plan Description**

SIP



## Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All Negaunee High School students will improve their mathematical skills.	Objectives: 1 Strategies: 2 Activities: 5	Academic	\$20600
2	All Negaunee High School students will improve their proficiency in reading and writing.	Objectives: 1 Strategies: 4 Activities: 10	Academic	\$14000
3	All Social Studies students will become proficient in constructing and expressing reasoned positions on public issues.	Objectives: 1 Strategies: 3 Activities: 11	Academic	\$17500
4	Students at Negaunee High School will become more proficient in science.	Objectives: 1 Strategies: 2 Activities: 3	Academic	\$5000

## Goal 1: All Negaunee High School students will improve their mathematical skills.

### Measurable Objective 1:

85% of Ninth, Tenth and Eleventh grade students will demonstrate a proficiency in skill in Mathematics by 06/01/2022 as measured by pre and post test scores, SAT, and M-Step Scores..

### Strategy 1:

Collaborative Teaching - Students of varying levels will work in groups together to improve skills. In addition, Special Education teachers will be present in classes to provide assistance and Directed Study math classes will also be available for students to receive individualized instruction.

Category: Mathematics

Research Cited: <http://scholar.lib.vt.edu/ejournals/JTE/v7n1/gokhale.jte-v7n1.html>

Tier: Tier 1

Activity - Collaborative Lessons	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will implement one collaborative activity for each unit allowing students to work together. Staff will continue to implement these activities during the 2016-17 school year, allowing students to work together.	Other			09/03/2013	06/11/2020	\$600	General Fund	Mathematics Department teachers

Activity - New Geometry Books 16-17	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The high school purchased new Geometry books which aligned to the Common Core State Standards.	Curriculum Development, Direct Instruction, Materials, Supplemental Materials	Tier 2		09/06/2016	06/17/2022	\$16000	General Fund	Math Department

### Strategy 2:

Differentiated Instruction - Teachers will provide increased differentiated instruction for all learners.

Category:

Research Cited: The Council for Learning Disabilities suggests that differentiated instruction is a successful strategy for improving mathematics success.

Tier:

## School Improvement Plan

Negaunee High School

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All Mathematics teachers will participate in professional development activities in conjunction with Special Education teachers. This will allow teachers to enhance their skills and understanding in differentiating instruction. It will also provide opportunity for teachers to identify individual student learning styles and needs. This could include but is not limited to the National Math Conference, MACUL, training at RESA, and other materials to support the Common Core State Standards and Merit Curriculum.	Teacher Collaboration, Curriculum Development, Technology, Academic Support Program, Materials	Tier 1	Implement	09/03/2013	06/08/2018	\$3500	Title II Part A	Mathematics and Special Education teachers, building principal
Activity - Differentiated Lesson	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use a variety of techniques and strategies during every unit that address the varying needs of all students.	Supplemental Materials			03/14/2014	06/08/2018	\$500	General Fund	Math Teachers
Activity - SAT Prep	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
SAT Prep 11th Grade Students.	Academic Support Program	Tier 1	Implement	09/01/2016	06/08/2018	\$0	General Fund	Our Mathematic Department over seen by the Principal.

## Goal 2: All Negaunee High School students will improve their proficiency in reading and writing.

### Measurable Objective 1:

85% of Eleventh grade students will demonstrate a proficiency in their reading and writing test scores in English Language Arts by 06/01/2022 as measured by SAT and M-Step scores..

### Strategy 1:

Sustained Silent Reading - All students will engage in 12 minutes of Sustained Silent Reading (SSR) daily. The entire school will observe a reading period during a specific time each day to encourage and nurture individual reading. This uninterrupted block of time for reading is intended to provide structured reading practice; promote a lifelong reading habit; model the importance of reading; provide an opportunity for authentic reading of self-selected materials; and improve skills in reading comprehension, writing style, vocabulary, spelling and grammar. To support the implementation of SSR the staff will be retrained on the components and philosophy of SSR and ideas and resources will be shared at the beginning of the school year. Each classroom will have access to books for students to read during SSR and the

SY 2018-2019

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## School Improvement Plan

Negaunee High School

teachers in the English Department will provide classroom instruction to students at all grade levels on the importance of and procedures for SSR. It is our belief that attitudes about reading are crucial to achievement in literacy. SSR is intended to nurture and develop this attitudinal, often deeply personal, response to reading. However difficult it is to change such attitudes in adolescents, it is our intent to address the challenge with lessons, discussions, celebration of literacy, book talks, and other activities to help develop our students' attitudes about their own reading skills and habits.

Category:

Research Cited: A significant number of studies support Sustained Silent Reading as a powerful strategy for improvement in reading achievement. Studies from the IAEA (1992), Krashen (1993), Kornelly and Smith (1993) and SanDiego County (1996) all associate SSR with improved achievement in reading. One study says that SSR is the single factor most strongly associated with reading achievement, even more than socioeconomic status. A 2008-2009 publication of the International Reading Association, citing a number of studies, concludes there is a convergence of research to support SSR in schools.

Tier:

Activity - Teacher Training in Sustained Silent Reading	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers in all academic departments will be trained at a professional development day in the philosophy, procedures, and practices of a successful SSR program.	Professional Learning			09/29/2016	06/08/2018	\$0	No Funding Required	All faculty and staff and Negaunee High School. English Department teachers will conduct the training.
Activity - Establish individual student reading goals	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each student with the assistance of an English teacher will develop and work toward an individual reading goal/plan for independent reading.	Direct Instruction			08/31/2016	06/08/2018	\$0	No Funding Required	English teachers, SSR teachers, building principal
Activity - Student Centered Lessons on "Reading Reasons"	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will share with students a variety of lessons during SSR and in English classes to promote, inspire and celebrate reading. Examples of such lessons can be found in Reading Reasons by Kelly Gallagher (Stenhouse Publishers, 2003).	Academic Support Program			09/06/2016	06/08/2018	\$0	No Funding Required	English Department

## School Improvement Plan

Negaunee High School

Activity - Teacher Training on Reading Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Two teachers from our high school will attend the Michigan Reading Conference.	Curriculum Development, Technology, Academic Support Program, Direct Instruction, Supplemental Materials	Tier 1	Implement	09/06/2016	06/08/2018	\$3000	Title I School Improvement (ISI)	English teachers in grades 9 - 12,

### Strategy 2:

Increase informational non-fiction text - An increase in the amount of required reading of informational non-fiction text will be implemented in the English Language Arts curriculum at all four grade levels. Currently the English curriculum's literature component is dominated by fiction. Although we continue to believe that a strong emphasis on literary fiction is important and crucial to an effective English curriculum, we recognize the importance of literary non-fiction, especially as we transition to the expectations and requirements of the Common Core Curriculum.

Category:

Research Cited: The Common Core Curriculum, supported by a wide variety of research nationwide, not only recommends but requires an emphasis on informational non-fiction text at the high school level. Furthermore, many studies and experts in the field support the importance of such a strategy (i.e. NCTE, Gallagher, Kittle, Harrington and Koppenhaver, and others).

Tier:

Activity - Implement study of non-fiction texts in English curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
English classes 9-12 will teach at least one new unit or lesson focusing on non-fiction text: essays, biographies, memoirs, and other informational and persuasive texts. This will likely require the purchase of some classroom sets of non-fiction books.	Direct Instruction			09/03/2013	06/08/2018	\$1000	Other	English Department teachers and building principal

Activity - Direct Instruction in reading comprehension skills	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## School Improvement Plan

Negaunee High School

English classes will develop and teach lessons in specific reading comprehension strategies including read-aloud modeling, note-taking, reading journals, fluency, organizational tactics, QAR, and stamina building.	Direct Instruction			09/06/2016	06/08/2018	\$0	No Funding Required	English and Special Education teachers and building principal
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### Strategy 3:

Innovative Research-Based Literacy Strategies - This strategy does not specify student activities; it is a professional development "fact-finding" strategy. We plan to explore new ideas and options for next year and beyond as we continue to improve our literacy instruction. Over the next year members of the English Department will explore and develop new literacy strategies for our new and existing course offerings. Last year three members of the English Department attended the National Council of Teachers of English Conference to learn new strategies in teaching literacy, both reading and writing instruction. This year the department will continue to process, share, and implement the most effective of those strategies and materials acquired at the NCTE conference.

Category: English/Language Arts

Research Cited: Countless studies support the importance of high quality professional development on instruction and student achievement. ASCD, NCTE, NEA and many other organizations have studied and reported on the direct correlation and causation of professional development on quality classroom instruction.

Tier: Tier 1

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Members of the English Department will continue to seek professional development opportunities which may include but not limited to the RESA training, NCTE, NMU Reading / Writing Conference, SAT Prep / MSTEP Prep, and other Professional Development opportunities.	Academic Support Program	Tier 1	Implement	09/09/2016	06/08/2018	\$3000	General Fund	Selected members of the High School English Department

### Strategy 4:

Students will write more in varied genres for audience and purpose. - Students will write in ELA classes (and others such as Social Studies) a wider range of genres (technical writing, digital writing, reports, creative, poetry, research papers, etc.) for more varied audiences and purposes to improve their skills and attitudes about writing for real world application in college and career. Classroom instruction and assignments will help students to develop skills in many styles and genres that will help to meet their goals for writing beyond high school.

Category: English/Language Arts

Research Cited: Many experts in the field of writing instruction support the importance of varied instruction and practice in writing. They concur that writing in various genres with understanding of audience and purpose is important as a way for students to improve their skills as writers. Some of the specific sources are Jim Burke (Heinemann 2003), Penny Kittle (Heinemann 2008), Randy Bomer (Heinemann 1995), Troy Hicks (Heinemann 2009), and Tom Romano (various titles and dates).

Tier: Tier 1

**School Improvement Plan**

Negaunee High School

Activity - Implement new ELA courses	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
In 2015-16 Negaunee High School will offer three new courses in English/Language Arts: Digital Writing, Technical and Report Writing and World Mythology.	Teacher Collaboration, Curriculum Development, Technology, Direct Instruction, Materials	Tier 1	Implement	09/01/2015	06/08/2018	\$2000	General Fund	English Department Staff, Principal
Activity - Instruction and practice in editing skills	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
In English Language Arts courses (9-12) there will be more direct instruction and practice in editing skills with some additional emphasis on rules of punctuation, usage, the language of grammar, sentence structure, etc.	Teacher Collaboration, Curriculum Development, Professional Learning, Direct Instruction	Tier 1		09/06/2016	06/08/2018	\$0	No Funding Required	English Department teachers
Activity - Teacher Training on ELA Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
During the course to the 2016 - 17 school year we will send teachers to MACUL Conference or other professional development opportunities will be made available to them.	Curriculum Development, Professional Learning, Technology, Direct Instruction, Supplemental Materials	Tier 1	Implement	09/06/2016	06/08/2018	\$5000	Title I School Improvement (ISI)	Our English teachers in grades 9-12.

**Goal 3: All Social Studies students will become proficient in constructing and expressing reasoned positions on public issues.**

## School Improvement Plan

Negaunee High School

### Measurable Objective 1:

100% of Twelfth grade students will demonstrate a proficiency in their ability to construct and express their position on a public policy issue in Social Studies by 06/09/2017 as measured by the final grade on their senior policy paper.

### Strategy 1:

Writing to Learn - Teachers will use scaffolding to help students improve their ability to effectively express in writing their position on a public policy issue.

Category:

Research Cited: The National Writing Project had endorsed writing to learn as an effective strategy in developing deeper understanding of complex issues

Tier:

Activity - Introduction to public policy paper	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A description and grading rubric are handed to students and explained.	Direct Instruction			09/06/2013	06/08/2018	\$0	No Funding Required	American Government instructor

Activity - Introductory Questionnaire	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students complete a questionnaire which helps them think of a policy to write about, do some beginning thinking and research on a policy of their choice.	Other			09/19/2013	06/08/2018	\$0	No Funding Required	American Government instructor

Activity - Research and writing a bibliography	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will spend two days in the library researching their policy and then write a bibliography and turned in for evaluation.	Direct Instruction			09/26/2013	06/08/2018	\$0	No Funding Required	American Government instructor

Activity - Writing four paragraphs on political spectrum	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be taught the four main views of the political spectrum: radical, liberal, conservative, and reactionary. Then students will write a paragraph for each view on their public policy. This will be turned in and evaluated. This assignment is a part of the final paper on the public policy.	Direct Instruction			10/17/2013	06/08/2018	\$0	No Funding Required	American Government instructor



**School Improvement Plan**

Negaunee High School

Activity - Final Policy Paper written and turned in	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
After students complete their policy paper, on the due date, students will grade their own paper and then write a five paragraph essay explaining their writing process in writing the policy paper. They will have to answer questions regarding the difficulty of the paper and whether people proofread their paper and what those people said about their paper. This information is stapled to the policy paper and turned in. The instructor then grades the paper using the rubric and students may re-write the paper for a better grade.	Other			09/03/2013	06/08/2018	\$0	No Funding Required	American Government instructor

Activity - New Text Books / World History	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Purchase of new text books to support updates in Social Studies curriculum.	Academic Support Program, Direct Instruction, Materials	Tier 1	Implement	09/05/2017	06/10/2022	\$15000	General Fund	Social Studies Department

**Strategy 2:**

Improving research skills - In the process of completing a world religion project and a Vietnam project students will improve their research skills on controversial issues.

Category:

Tier:

Activity - Identifying sources	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students learn to identify types of sources (primary, secondary tertiary)	Other			09/02/2014	06/08/2018	\$0	No Funding Required	World and American History Teachers

Activity - Respect Ownership	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Respecting intellectual properties and rights of creators and writers through proper citation and bibliography.	Direct Instruction			09/02/2014	06/08/2018	\$0	No Funding Required	Social Studies Instructor

Activity - Analyzing Conflicting Sources	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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**School Improvement Plan**

Negaunee High School

Comparing and Contrasting Conflicting Sources	Technology			09/02/2014	06/08/2018	\$0	No Funding Required	Social Studies Teacher
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Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will have the opportunity to attend professional development in Social Studies curriculum development and updates. These opportunities for professional development may include RESA training, special conferences, or other professional opportunities or conferences that may be available.	Teacher Collaboration, Curriculum Development, Professional Learning, Direct Instruction, Materials, Supplemental Materials	Tier 1	Implement	09/06/2016	06/08/2018	\$2500	Title II Part A	Social Studies Department

**Strategy 3:**

Student Essay - Each student who is in our 10th grade World History class will be assigned to write a five paragraph essay that deals with World War I and World War II. This will be a take home essay assignment on the start and end of this war and its importance in World History. Emphasis on this assignment is on comparing and contrasting the beginning to the end of each war.

Category: Social Studies

Research Cited: Emphasis on writing and knowledge by all students and the importance of this time in World History.

Tier: Tier 2

Activity - World History Essay	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
World History 10th Grade essay paper on World War I and World War II. This assignment is to write a five paragraph essay on each of these events, with emphasis on comparison and contrast of events that took place from the beginning to the end of each war.	Direct Instruction	Tier 2	Implement	09/06/2016	06/08/2018	\$0	No Funding Required	Our 10th grade World History teachers.

**Goal 4: Students at Negaunee High School will become more proficient in science.****Measurable Objective 1:**

## School Improvement Plan

Negaunee High School

85% of Eleventh grade students will demonstrate a proficiency as measured by pre / posttest, SAT, and M-Step Scores by June 1, 2022. in Science by 06/01/2022 as measured by State test scores.

### Strategy 1:

Differentiated Instruction in Science - All high school science teachers will provide increased differentiation in instruction in order to meet the specific needs of individual learners. Standardized test scores and other assessments indicate that some students exhibit a weakness in science achievement and understanding, illustrated by difficulty in making meaning\* out of written discourse and difficulty in comprehension of written and oral communication in science. Some possible causes for the gap are a lack of prior knowledge, difficulty with science vocabulary, gaps in the curriculum, and low reading skills. The increased emphasis on science in the media in a technological society underscores the need for improved literacy in science. Differentiated instruction is one of the best ways to ensure that instruction meets the needs of all students.

Category: Science

Research Cited: The Council for Learning Disabilities indicates that differentiation in instruction is a powerful strategy for helping students achieve proficiency in science.

Tier:

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All Science teachers will participate in professional development activities designed to enhance their knowledge of differentiated instruction. They will engage in activities in conjunction with special education teachers to enhance their skills and understanding in order to differentiate instruction. It will also provide opportunity for teachers to identify individual learning styles and needs. These trainings may include, but are not limited to National Science Conference , MACUL, and RESA training.	Professional Learning	Tier 1	Implement	09/03/2013	06/08/2018	\$5000	Title II Part A	Science Department , Special Education Department
Activity - Test Taking Practice	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will take a practice PSAT type test (10 - 15 minute) version once a month prior to taking the actual SAT in their junior year. *	Other			09/03/2013	06/08/2018	\$0	No Funding Required	All Science teachers, High School principal

### Strategy 2:

Instruction in graph reading and data analysis - Both the SAT and MSTEP assessments require proficiency in data analysis. Student test scores indicate a need for

## School Improvement Plan

Negaunee High School

more instruction and practice in this skill. This strategy will involve multiple components and use a variety of lessons and activities in the science curriculum that specifically address graph reading and data analysis.

Category:

Research Cited: Multiple "Best Practice" sources provide evidence that repeated guided practice yields measurable results. This is true of instruction in data analysis and graph reading as well as other comprehension skills.

Tier:

Activity - Data Interpretation *	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be given instruction in the reading of graphs, analysis of data and many opportunities to practice those skills.	Direct Instruction			09/03/2013	06/08/2018	\$0	No Funding Required	Science department teachers and building principal.

## 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	All Science teachers will participate in professional development activities designed to enhance their knowledge of differentiated instruction. They will engage in activities in conjunction with special education teachers to enhance their skills and understanding in order to differentiate instruction. It will also provide opportunity for teachers to identify individual learning styles and needs. These trainings may include, but are not limited to National Science Conference , MACUL, and RESA training.	Professional Learning	Tier 1	Implement	09/03/2013	06/08/2018	\$5000	Science Department , Special Education Department
Professional Development	Teachers will have the opportunity to attend professional development in Social Studies curriculum development and updates. These opportunities for professional development may include RESA training, special conferences, or other professional opportunities or conferences that may be available.	Teacher Collaboration, Curriculum Development, Professional Learning, Direct Instruction, Materials, Supplemental Materials	Tier 1	Implement	09/06/2016	06/08/2018	\$2500	Social Studies Department
Professional Development	All Mathematics teachers will participate in professional development activities in conjunction with Special Education teachers. This will allow teachers to enhance their skills and understanding in differentiating instruction. It will also provide opportunity for teachers to identify individual student learning styles and needs. This could include but is not limited to the National Math Conference, MACUL, training at RESA, and other materials to support the Common Core State Standards and Merit Curriculum.	Teacher Collaboration, Curriculum Development, Technology , Academic Support Program, Materials	Tier 1	Implement	09/03/2013	06/08/2018	\$3500	Mathematics and Special Education teachers, building principal

**School Improvement Plan**

Negaunee High School

**Other**

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Implement study of non-fiction texts in English curriculum	English classes 9-12 will teach at least one new unit or lesson focusing on non-fiction text: essays, biographies, memoirs, and other informational and persuasive texts. This will likely require the purchase of some classroom sets of non-fiction books.	Direct Instruction			09/03/2013	06/08/2018	\$1000	English Department teachers and building principal

**General Fund**

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Differentiated Lesson	Teachers will use a variety of techniques and strategies during every unit that address the varying needs of all students.	Supplemental Materials			03/14/2014	06/08/2018	\$500	Math Teachers
Implement new ELA courses	In 2015-16 Negaunee High School will offer three new courses in English/Language Arts: Digital Writing, Technical and Report Writing and World Mythology.	Teacher Collaboration, Curriculum Development, Technology, Direct Instruction, Materials	Tier 1	Implement	09/01/2015	06/08/2018	\$2000	English Department Staff, Principal
Professional Development	Members of the English Department will continue to seek professional development opportunities which may include but not limited to the RESA training, NCTE, NMU Reading / Writing Conference, SAT Prep / MSTEP Prep, and other Professional Development opportunities.	Academic Support Program	Tier 1	Implement	09/09/2016	06/08/2018	\$3000	Selected members of the High School English Department
New Text Books / World History	Purchase of new text books to support updates in Social Studies curriculum.	Academic Support Program, Direct Instruction, Materials	Tier 1	Implement	09/05/2017	06/10/2022	\$15000	Social Studies Department
SAT Prep	SAT Prep 11th Grade Students.	Academic Support Program	Tier 1	Implement	09/01/2016	06/08/2018	\$0	Our Mathematic Department over seen by the Principal.

**School Improvement Plan**

Negaunee High School

Collaborative Lessons	Staff will implement one collaborative activity for each unit allowing students to work together. Staff will continue to implement these activities during the 2016 -17 school year, allowing students to work together.	Other			09/03/2013	06/11/2020	\$600	Mathematics Department teachers
New Geometry Books 16-17	The high school purchased new Geometry books which aligned to the Common Core State Standards.	Curriculum Development, Direct Instruction, Materials, Supplemental Materials	Tier 2		09/06/2016	06/17/2022	\$16000	Math Department

**Title I School Improvement (ISI)**

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Teacher Training on ELA Strategies	During the course to the 2016 - 17 school year we will send teachers to MACUL Conference or other professional development opportunities will be made available to them.	Curriculum Development, Professional Learning, Technology, Direct Instruction, Supplemental Materials	Tier 1	Implement	09/06/2016	06/08/2018	\$5000	Our English teachers in grades 9-12.
Teacher Training on Reading Strategies	Two teachers from our high school will attend the Michigan Reading Conference.	Curriculum Development, Technology, Academic Support Program, Direct Instruction, Supplemental Materials	Tier 1	Implement	09/06/2016	06/08/2018	\$3000	English teachers in grades 9 - 12,

**No Funding Required**

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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## School Improvement Plan

Negaunee High School

Direct Instruction in reading comprehension skills	English classes will develop and teach lessons in specific reading comprehension strategies including read-aloud modeling, note-taking, reading journals, fluency, organizational tactics, QAR, and stamina building.	Direct Instruction			09/06/2016	06/08/2018	\$0	English and Special Education teachers and building principal
Test Taking Practice	Students will take a practice PSAT type test (10 - 15 minute) version once a month prior to taking the actual SAT in their junior year. *	Other			09/03/2013	06/08/2018	\$0	All Science teachers, High School principal
Respect Ownership	Respecting intellectual properties and rights of creators and writers through proper citation and bibliography.	Direct Instruction			09/02/2014	06/08/2018	\$0	Social Studies Instructor
Teacher Training in Sustained Silent Reading	Teachers in all academic departments will be trained at a professional development day in the philosophy, procedures, and practices of a successful SSR program.	Professional Learning			09/29/2016	06/08/2018	\$0	All faculty and staff and Negaunee High School. English Department teachers will conduct the training.
Establish individual student reading goals	Each student with the assistance of an English teacher will develop and work toward an individual reading goal/plan for independent reading.	Direct Instruction			08/31/2016	06/08/2018	\$0	English teachers, SSR teachers, building principal
Data Interpretation *	Students will be given instruction in the reading of graphs, analysis of data and many opportunities to practice those skills.	Direct Instruction			09/03/2013	06/08/2018	\$0	Science department teachers and building principal.
Instruction and practice in editing skills	In English Language Arts courses (9-12) there will be more direct instruction and practice in editing skills with some additional emphasis on rules of punctuation, usage, the language of grammar, sentence structure, etc.	Teacher Collaboration, Curriculum Development, Professional Learning, Direct Instruction	Tier 1		09/06/2016	06/08/2018	\$0	English Department teachers



## School Improvement Plan

Negaunee High School

Introduction to public policy paper	A description and grading rubric are handed to students and explained.	Direct Instruction			09/06/2013	06/08/2018	\$0	American Government instructor
Writing four paragraphs on political spectrum	Students will be taught the four main views of the political spectrum: radical, liberal, conservative, and reactionary. Then students will write a paragraph for each view on their public policy. This will be turned in and evaluated. This assignment is a part of the final paper on the public policy.	Direct Instruction			10/17/2013	06/08/2018	\$0	American Government instructor
Analyzing Conflicting Sources	Comparing and Contrasting Conflicting Sources	Technology			09/02/2014	06/08/2018	\$0	Social Studies Teacher
Research and writing a bibliography	Students will spend two days in the library researching their policy and then write a bibliography and turned in for evaluation.	Direct Instruction			09/26/2013	06/08/2018	\$0	American Government instructor
Identifying sources	Students learn to identify types of sources (primary, secondary tertiary)	Other			09/02/2014	06/08/2018	\$0	World and American History Teachers
Final Policy Paper written and turned in	After students complete their policy paper, on the due date, students will grade their own paper and then write a five paragraph essay explaining their writing process in writing the policy paper. They will have to answer questions regarding the difficulty of the paper and whether people proofread their paper and what those people said about their paper. This information is stapled to the policy paper and turned in. The instructor then grades the paper using the rubric and students may re-write the paper for a better grade.	Other			09/03/2013	06/08/2018	\$0	American Government instructor
World History Essay	World History 10th Grade essay paper on World War I and World War II. This assignment is to write a five paragraph essay on each of these events, with emphasis on comparison and contrast of events that took place from the beginning to the end of each war.	Direct Instruction	Tier 2	Implement	09/06/2016	06/08/2018	\$0	Our 10th grade World History teachers.
Student Centered Lessons on "Reading Reasons"	Teachers will share with students a variety of lessons during SSR and in English classes to promote, inspire and celebrate reading. Examples of such lessons can be found in Reading Reasons by Kelly Gallagher (Stenhouse Publishers, 2003).	Academic Support Program			09/06/2016	06/08/2018	\$0	English Department
Introductory Questionnaire	Students complete a questionnaire which helps them think of a policy to write about, do some beginning thinking and research on a policy of their choice.	Other			09/19/2013	06/08/2018	\$0	American Government instructor