

# **R-PHS School Improvement Plan**

## **2018-19**

Reeths-Puffer High School  
Reeths-Puffer Schools

Mr. Daniel Beckeman  
1545 N Roberts Rd  
Muskegon, MI 49445-1548

# TABLE OF CONTENTS

|   |    |
|---|----|
| Overview .....  | 1  |
| Goals Summary .....   | 2  |
| Goal 1: Students will demonstrate proficiency in World Language.....  | 3  |
| Goal 2: All students will be proficient in the area of English Language Arts.....   | 4  |
| Goal 3: All students will develop a strong conceptual understanding of mathematics.....   | 21 |
| Goal 4: All students will be proficient scientific thinkers and problem solvers.....  | 31 |
| Goal 5: All students will be proficient in global thinking and understand global impacts on the world.....  | 39 |
| Goal 6: School staff will use clean and green, two-way communications with parents and families.....  | 45 |
| Goal 7: Students will perceive Reeths-Puffer Schools as a safe place to be.....   | 47 |
| Goal 8: Teachers and administrators will understand and know how to effectively use the teacher evaluation process using the "Five Dimensions of Teaching and Learning (5D)" model..... | 53 |
| Activity Summary by Funding Source .....  | 56 |

## Overview

### Plan Name

R-PHS School Improvement Plan 2018-19

### Plan Description

R-PHS School Improvement Plan 2018-19

## Goals Summary

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

| # | Goal Name   | Goal Details                                      | Goal Type      | Total Funding |
|---|---|---|----------------|---------------|
| 1 | Students will demonstrate proficiency in World Language.  | Objectives: 1<br>Strategies: 2<br>Activities: 4   | Academic       | \$4           |
| 2 | All students will be proficient in the area of English Language Arts.   | Objectives: 3<br>Strategies: 10<br>Activities: 30 | Academic       | \$33          |
| 3 | All students will develop a strong conceptual understanding of mathematics.   | Objectives: 2<br>Strategies: 10<br>Activities: 28 | Academic       | \$30          |
| 4 | All students will be proficient scientific thinkers and problem solvers.  | Objectives: 2<br>Strategies: 6<br>Activities: 16  | Academic       | \$17          |
| 5 | All students will be proficient in global thinking and understand global impacts on the world.  | Objectives: 2<br>Strategies: 6<br>Activities: 18  | Academic       | \$18          |
| 6 | School staff will use clean and green, two-way communications with parents and families.  | Objectives: 1<br>Strategies: 1<br>Activities: 3   | Organizational | \$3           |
| 7 | Students will perceive Reeths-Puffer Schools as a safe place to be.   | Objectives: 1<br>Strategies: 3<br>Activities: 15  | Organizational | \$20          |
| 8 | Teachers and administrators will understand and know how to effectively use the teacher evaluation process using the "Five Dimensions of Teaching and Learning (5D)" model. | Objectives: 2<br>Strategies: 3<br>Activities: 5   | Organizational | \$5           |

## Goal 1: Students will demonstrate proficiency in World Language.

### Measurable Objective 1:

80% of Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, 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 Spanish in World Languages by 06/09/2017 as measured by pre and post classroom assessments and benchmark assessments and the STAMP assessment at appropriate grades.

### Strategy 1:

World Language Curriculum - Development of World Language curriculum will continue.

Category:

Research Cited: MME; P-21

Tier: Tier 1

| Activity - PD in World Language Methods  | Activity Type         | Tier   | Phase         | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible  |
|--|-----------------------|--------|---------------|------------|------------|-------------------|-------------------|--|
| Spanish teachers will learn new methods and techniques for teaching languages. | Professional Learning | Tier 1 | Getting Ready | 07/03/2017 | 06/26/2020 | \$1               | Title II Part A   | Director of Teaching & Learning; PD Coordinator; World Language administrator; World Language teachers |

| Activity - Leadership Team Professional Learning   | Activity Type         | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible  |
|--|-----------------------|--------|-----------|------------|------------|-------------------|-------------------|--|
| Content area leadership teams will participate in PLCs on meeting the new rigor and expectations of the World Language Standards and they will disseminate information to peers. | Professional Learning | Tier 1 | Implement | 06/09/2014 | 06/30/2017 | \$1               | Title II Part A   | Director of Teaching & Learning, leadership team members |

### Strategy 2:

Technology Enhanced Learning - Teachers will enhance learning in the core content areas by integrating technology into their curriculum.

Category: Technology

Research Cited: The Michigan Educational Technology Standards for Students (METS-S), the International Society for Technology in Education’s (ISTE) National Educational Technology Standards for Students (NETS-S) and the Framework for 21st Century Learning.

Tier: Tier 1

| Activity - PD in Technology Enhanced Learning  | Activity Type         | Tier   | Phase         | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible   |
|--|-----------------------|--------|---------------|------------|------------|-------------------|-------------------|---|
| Staff will learn how to enhance or accelerate learning through student use of technology. They may engage in ongoing workshops, peer learning opportunities, and coaching sessions | Professional Learning | Tier 1 | Getting Ready | 09/08/2014 | 06/30/2020 | \$1               | Title II Part A   | Director of Teaching & Learning; Director of Administrative Services; Technology trainers; teachers, principals |

| Activity - Instructional Technology Upgrades   | Activity Type | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible  |
|--|---------------|--------|-----------|------------|------------|-------------------|-------------------|--|
| 2018-2019: Purchase 4 collaboration stations for student use at Reeths-Puffer High School. Replace 1 Reeths-Puffer Intermediate computer lab with Windows 10 workstations. Lab will consist of 31 workstations. Purchase 50 Epson PowerLite 675W projectors for Reeths-Puffer Middle School. Purchase 45 Epson PowerLite 675W projectors for Reeths-Puffer Elementary. Install Aruba 7000 series wireless network controller and 500 access points to cover all classrooms and common areas throughout the district.<br>2019-2020: Purchase 40 Epson PowerLite 675W projectors for Reeths-Puffer Intermediate. Purchase 150 Epson PowerLite W29 projectors for Reeths-Puffer High School, Reeths-Puffer Middle School, Reeths-Puffer Intermediate and Reeths-Puffer Elementary. Replace 4 Reeths-Puffer High School computer labs with Windows 10 workstations. Each lab will consist of 31 workstations. Replace 1 Reeths-Puffer Middle School computer lab with Windows 10 workstations. Lab will consist of 31 workstations. Purchase 700 additional chromebooks for student use. | Technology    | Tier 1 | Implement | 07/03/2017 | 06/26/2020 | \$1               | General Fund      | Director of Human Resources<br>Director of Technology<br>School Administrators and Instructional Staff |

**Goal 2: All students will be proficient in the area of English Language Arts.**

**Measurable Objective 1:**

80% of Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, 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 READING in English Language Arts by 06/09/2017 as measured by ongoing formative reading tasks, FastBridge assessments, and state assessments..

**Strategy 1:**

Data Based Decision Making - Professional Teaching Staff will implement research based reading interventions based on a multi-tiered system of support. Data will be monitored in department meetings an instructional changes will be made based on the data.

Category: English/Language Arts

Research Cited: University of Oregon; Teachers College Reading & Writing Project; Reading "Big 5" (Phonemic Awareness, Alphabetic Principle, Fluency with Text, Vocabulary & Comprehension)

Tier: Tier 1

| Activity - PD in Multi-Tiered Systems of Support | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
|--|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|

**R-PHS School Improvement Plan 2018-19**

Reeths-Puffer High School

|  |                              |               |                      |                   |                   |            |                        |  |
|--|------------------------------|---------------|----------------------|-------------------|-------------------|------------|------------------------|--|
| <p>Teachers will learn more about multi-tiered systems of support. Through time together teachers will learn how to use a variety of student assessment data. FastBridge screening/diagnostic/progress monitoring tools, classroom assessments, and the knowledge of the "10 Essential Instructional Practices in Early Literacy" to make instructional decisions.</p> | <p>Professional Learning</p> | <p>Tier 1</p> | <p>Getting Ready</p> | <p>09/08/2014</p> | <p>06/30/2021</p> | <p>\$1</p> | <p>Title II Part A</p> | <p>Director of Teaching &amp; Learning; Chairperson of Safe Schools Committee; Administrators; Special Ed supervisors; general and special education teachers; the "Big 5" (Phonemic Awareness, Alphabetic Principle, Fluency with Text, Vocabulary &amp; Comprehension)</p> |
|--|------------------------------|---------------|----------------------|-------------------|-------------------|------------|------------------------|--|

| Activity - Leadership Team Professional Learning  | Activity Type                | Tier          | Phase            | Begin Date        | End Date          | Resource Assigned | Source Of Funding      | Staff Responsible  |
|---|------------------------------|---------------|------------------|-------------------|-------------------|-------------------|------------------------|--|
| <p>Cross-grade content area leadership teams will participate in ongoing professional learning around Brain Frames and EmPOWER writing strategies to extend and enhance the expectations of higher rigor of the Michigan ELA Standards. The leaders of these teams will be empowered and responsible for making curriculum and assessment adjustments as well as disseminating information and new learning to their grade level building colleagues. Teams will also use summer institute to continue to grow and enhance instructional techniques and adjust curriculum, instruction and assessment based on their new learning. High school ELA leaders will re-evaluate grading practices and begin to make a shift towards more authentic assessment and grading. High school teachers will write a 9-12 comprehensive ELA curriculum, using the assessments as the endpoints. (Understanding by Design framework)</p> | <p>Professional Learning</p> | <p>Tier 1</p> | <p>Implement</p> | <p>06/09/2014</p> | <p>06/30/2021</p> | <p>\$1</p>        | <p>Title II Part A</p> | <p>Director of Teaching &amp; Learning, leadership team members.</p> |



## R-PHS School Improvement Plan 2018-19

Reeths-Puffer High School

| Activity - PD in Teaching Reading Effectively  | Activity Type         | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible  |
|--|-----------------------|--------|-----------|------------|------------|-------------------|-------------------|--|
| Teachers will learn strategies to strengthen classroom instruction in reading: High Leverage Reading Strategies (students figure out the meaning of relevant words in context); Critical and Deeper Level Reading Strategies (students develop strategies to analyze complex text, read essays to analyze sources, and use evidence from the texts to demonstrate understanding); Strategies to Increase Reading Stamina when Reading Complex Text (students will routinely read multiple texts/passages around a given topic and use evidence from the texts to demonstrate understanding); apply the "10 Essential Instructional Practices in Early Literacy," and use assessment data to drive next steps in instruction. | Professional Learning | Tier 1 | Implement | 06/18/2018 | 06/30/2021 | \$1               | Title II Part A   | Director of Teaching & Learning, Principals, Teachers, Reading Specialists |

### (shared) Strategy 2:

Analytical Reading - Promote the practice of reading a wide variety of arguments and analyzing an author's work.

Category: English/Language Arts

Research Cited: Content Literacy through Document Based Questions; Reader's Workshop; Echoes and Reflections - an Interdisciplinary Approach to the Holocaust Education.

Tier: Tier 1

| Activity - PD in Integrating Effective Instructional Strategies into Content Area Reading  | Activity Type                                   | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible  |
|--|---|--------|-----------|------------|------------|-------------------|-------------------|--|
| All teachers will learn strategies for teaching students how to read content area text, excerpts from founding documents, text from ongoing Great Global Conversations about freedom, justice, and human dignity in order to respond (verbally or in writing) to a given prompt. | Academic Support Program, Professional Learning | Tier 1 | Implement | 07/03/2017 | 06/26/2020 | \$1               | General Fund      | Director of teaching and Learning Principal and teachers |

| Activity - Utilizing Multiple Text Types  | Activity Type         | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible  |
|---|-----------------------|--------|-----------|------------|------------|-------------------|-------------------|--|
| Teachers will focus instruction that balances the use of multiple text types (argumentative, informative, fiction, and nonfiction narrative). | Professional Learning | Tier 1 | Implement | 07/03/2017 | 06/26/2020 | \$1               | Title II Part A   | Director of teaching and learning Principal and teachers |

**(shared) Strategy 3:**

Credit Recovery - As a supplemental learning opportunity, students who have failed a core course will have the opportunity to recover the credit in the Apollo program and/or Summer School. Priority students are those who are highly at risk of not graduating and those with risk factors of abuse, neglect, poverty, attendance, behavior, limited English language proficiency, homelessness, and/or family issues. Enrollment in these opportunities is exclusive to eligible students based on failed credit status and risk factors.

Category: Learning Support Systems

Research Cited: Opportunity to Learn

Tier: Tier 2

| Activity - Credit Recovery  | Activity Type      | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible   |
|---|--------------------|--------|-----------|------------|------------|-------------------|-------------------|---|
| As a supplemental learning opportunity, students who have failed a core course will have the opportunity to recover the credit in the Apollo program and/or Summer School. Priority students are those who are highly at risk of not graduating and those with risk factors of abuse, neglect, poverty, attendance, behavior, limited English language proficiency, homelessness, and/or family issues. Enrollment in these opportunities is exclusive to eligible students based on failed credit status and risk factors. | Direct Instruction | Tier 2 | Implement | 06/18/2018 | 06/30/2021 | \$1               | Section 31a       | Middle School and High School principal, counselors, teachers |

**(shared) Strategy 4:**

Technology Enhanced Learning - Teachers will enhance learning in the core content areas by integrating technology into their curriculum.

Category: Technology

Research Cited: The Michigan Educational Technology Standards for Students (METS-S), the International Society for Technology in Education's (ISTE) National Educational Technology Standards for Students (NETS-S) and the Framework for 21st Century Learning.

Tier: Tier 1

| Activity - PD in Technology Enhanced Learning   | Activity Type         | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible                                     |
|---|-----------------------|--------|-----------|------------|------------|-------------------|-------------------|---|
| Staff will learn how to enhance and accelerate learning through student use of technology and various student apps to help students use the technology effectively. They may engage in ongoing workshops, peer learning opportunities, and coaching sessions for support in integrating technology into core instruction. | Professional Learning | Tier 1 | Implement | 06/18/2018 | 06/30/2021 | \$1               | Title II Part A   | Director of Teaching & Learning; Teachers; Principals |

| Activity - Content area Technology | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|------------------------------------|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
|------------------------------------|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|

**R-PHS School Improvement Plan 2018-19**

Reeths-Puffer High School

|  |            |        |           |            |            |     |              |   |
|--|------------|--------|-----------|------------|------------|-----|--------------|---|
| Content area teams will develop open ended real-world projects/problems where students will utilize various tech tools, programs, and apps to research and present information to others in a variety of ways. | Technology | Tier 1 | Implement | 06/18/2018 | 06/30/2021 | \$1 | General Fund | Director of Teaching & Learning; Teachers; Principals |
|--|------------|--------|-----------|------------|------------|-----|--------------|---|

| Activity - Instructional Technology Upgrades   | Activity Type | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible  |
|--|---------------|--------|-----------|------------|------------|-------------------|-------------------|--|
| 2018-2019: Purchase 4 collaboration stations for student use at Reeths-Puffer High School. Replace 1 Reeths-Puffer Intermediate computer lab with Windows 10 workstations. Lab will consist of 31 workstations. Purchase 50 Epson PowerLite 675W projectors for Reeths-Puffer Middle School. Purchase 45 Epson PowerLite 675W projectors for Reeths-Puffer Elementary. Install Aruba 7000 series wireless network controller and 500 access points to cover all classrooms and common areas throughout the district.<br><br>2019-2020: Purchase 40 Epson PowerLite 675W projectors for Reeths-Puffer Intermediate. Purchase 150 Epson PowerLite W29 projectors for Reeths-Puffer High School, Reeths-Puffer Middle School, Reeths-Puffer Intermediate and Reeths-Puffer Elementary. Replace 4 Reeths-Puffer High School computer labs with Windows 10 workstations. Each lab will consist of 31 workstations. Replace 1 Reeths-Puffer Middle School computer lab with Windows 10 workstations. Lab will consist of 31 workstations. Purchase 700 additional chromebooks for student use. | Technology    | Tier 1 | Implement | 06/18/2018 | 06/30/2021 | \$1               | General Fund      | Director of Human Resources, Director of Technology & staff, School Administrators, teachers and instructional staff |

| Activity - PD in Project-Based Learning   | Activity Type                             | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible                                       |
|---|---|--------|-----------|------------|------------|-------------------|-------------------|---|
| Instructional teams will learn how to deliver cross-content learning centered around a common problem. Teachers will participate in summer learning in PBL and then will design course content that will focus on project based learning. The course will increase student engagement through active student voice, relevance to real world problems, enhanced technology application, increased cross content rigor, and will end with a public exhibit of their learning. Additional grade levels to be added in the upcoming year. | Direct Instruction, Professional Learning | Tier 1 | Implement | 06/18/2018 | 06/30/2021 | \$1               | Title II Part A   | Director of Teaching & Learning, HS principal, teachers |

**(shared) Strategy 5:**

Effective Management and Instructional Strategies - Teachers and administrators will learn how to increase motivation and learning through highly effective management, positive behavior supports and instructional strategies. Teachers will enhance classroom climate and procedures to promote higher levels of learning.

Category: Learning Support Systems

Research Cited: PEAK Learning/Spence Rogers; Teaching and Poverty/Ruby Payne, Eric Jensen; Reducing Mean & Aggressive Behavior/Marcia McEvoy; Positive

**R-PHS School Improvement Plan 2018-19**

Reeths-Puffer High School

Behavior Supports/PBIS World; more.

Tier: Tier 1

| Activity - PD in Effective Instruction & Management   | Activity Type         | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible   |
|---|-----------------------|--------|-----------|------------|------------|-------------------|-------------------|---|
| Teachers will learn methods of highly effective classroom management, de-escalation strategies, positive behavior supports and instructional strategies. Principals and 1-2 lead teachers per building will learn a common philosophy and approach for implementing PBIS. | Professional Learning | Tier 1 | Implement | 06/18/2018 | 06/30/2021 | \$1               | Title II Part A   | Director of Teaching & Learning; Director of Special Education; Principals; Teachers; Supervisors |
| Activity - PD in Differentiated Engagement  | Activity Type         | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible   |
| Teachers will learn differentiated engagement strategies to ensure learners are ready to learn. This will be done by teaching students how to show they are ready to learn. (PBIS, Second Step curriculum, other)   | Professional Learning | Tier 1 | Implement | 06/18/2018 | 06/30/2021 | \$1               | Title II Part A   | Director of Teaching & Learning; Director of Special Education; Principals; Teachers; Supervisors |
| Activity - PD in Strategy Grouping  | Activity Type         | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible   |
| Through data conversations and protocols, conversations with interventionists, 10-minute PD sessions, and professional learning sessions, teachers will learn data-driven methods for grouping students for strategic instruction in the classroom.                       | Professional Learning | Tier 1 | Implement | 06/18/2018 | 06/30/2021 | \$1               | Title II Part A   | Director of Teaching & Learning; Director of Special Education; Principals; Teachers; Supervisors |
| Activity - Strategy Groups  | Activity Type         | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible   |

**R-PHS School Improvement Plan 2018-19**

Reeths-Puffer High School

|  |                    |        |           |            |            |     |                 |   |
|--|--------------------|--------|-----------|------------|------------|-----|-----------------|---|
| Teachers will use data to implement strategy groups for classroom instruction. | Implementa<br>tion | Tier 1 | Implement | 06/18/2018 | 06/30/2021 | \$1 | General<br>Fund | Director of<br>Teaching &<br>Learning;<br>Director of<br>Special<br>Education;<br>Principals;<br>Teachers;<br>Supervisors |
|--|--------------------|--------|-----------|------------|------------|-----|-----------------|---|

**Measurable Objective 2:**

80% of Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, 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 WRITING in English Language Arts by 06/09/2017 as measured by pre & post assessments and state assessments..

**Strategy 1:**

Utilizing Formative Assessment in Writing - Professional Teaching staff will utilize formative assessment results, student writing samples and daily work for planning and adjusting instruction. Common writing continuums will be used to inform instruction.

Category: English/Language Arts

Research Cited: Teachers College Reading & Writing Project; Formative Assessment for Michigan Educators (FAME) project

Tier: Tier 1

| Activity - Leadership Team Professional Learning   | Activity Type             | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding  | Staff Responsible  |
|--|---------------------------|--------|-----------|------------|------------|-------------------|--------------------|--|
| Cross-grade content area leadership teams will participate in ongoing professional learning around Brain Frames and EmPOWER writing strategies to extend and enhance the expectations of higher rigor of the Michigan ELA Standards. The leaders of these teams will be empowered and responsible for making curriculum and assessment adjustments as well as disseminating information and new learning to their grade level building colleagues. Teams will also use summer institute to continue to grow and enhance instructional techniques and adjust curriculum, instruction and assessment based on their new learning. High school ELA leaders will re-evaluate grading practices and begin to make a shift towards more authentic assessment and grading. High school teachers will write a 9-12 comprehensive ELA curriculum, using the assessments as the endpoints. (Understanding by Design framework) | Professiona<br>l Learning | Tier 1 | Implement | 06/18/2018 | 06/30/2021 | \$1               | Title II Part<br>A | Director of<br>Teaching &<br>Learning,<br>Leadership<br>Team<br>members. |

**(shared) Strategy 2:**

Credit Recovery - As a supplemental learning opportunity, students who have failed a core course will have the opportunity to recover the credit in the Apollo program and/or Summer School. Priority students are those who are highly at risk of not graduating and those with risk factors of abuse, neglect, poverty, attendance, behavior, limited English language proficiency, homelessness, and/or family issues. Enrollment in these opportunities is exclusive to eligible students based on failed credit status and risk factors.

**R-PHS School Improvement Plan 2018-19**

Reeths-Puffer High School

Category: Learning Support Systems

Research Cited: Opportunity to Learn

Tier: Tier 2

| Activity - Credit Recovery  | Activity Type      | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible   |
|---|--------------------|--------|-----------|------------|------------|-------------------|-------------------|---|
| As a supplemental learning opportunity, students who have failed a core course will have the opportunity to recover the credit in the Apollo program and/or Summer School. Priority students are those who are highly at risk of not graduating and those with risk factors of abuse, neglect, poverty, attendance, behavior, limited English language proficiency, homelessness, and/or family issues. Enrollment in these opportunities is exclusive to eligible students based on failed credit status and risk factors. | Direct Instruction | Tier 2 | Implement | 06/18/2018 | 06/30/2021 | \$1               | Section 31a       | Middle School and High School principal, counselors, teachers |

**(shared) Strategy 3:**

Technology Enhanced Learning - Teachers will enhance learning in the core content areas by integrating technology into their curriculum.

Category: Technology

Research Cited: The Michigan Educational Technology Standards for Students (METS-S), the International Society for Technology in Education's (ISTE) National Educational Technology Standards for Students (NETS-S) and the Framework for 21st Century Learning.

Tier: Tier 1

| Activity - PD in Technology Enhanced Learning   | Activity Type         | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible                                     |
|---|-----------------------|--------|-----------|------------|------------|-------------------|-------------------|---|
| Staff will learn how to enhance and accelerate learning through student use of technology and various student apps to help students use the technology effectively. They may engage in ongoing workshops, peer learning opportunities, and coaching sessions for support in integrating technology into core instruction. | Professional Learning | Tier 1 | Implement | 06/18/2018 | 06/30/2021 | \$1               | Title II Part A   | Director of Teaching & Learning; Teachers; Principals |

| Activity - Content area Technology   | Activity Type | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible                                     |
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| Content area teams will develop open ended real-world projects/problems where students will utilize various tech tools, programs, and apps to research and present information to others in a variety of ways. | Technology    | Tier 1 | Implement | 06/18/2018 | 06/30/2021 | \$1               | General Fund      | Director of Teaching & Learning; Teachers; Principals |

**R-PHS School Improvement Plan 2018-19**

Reeths-Puffer High School

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**(shared) Strategy 4:**

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Category: Learning Support Systems

Research Cited: PEAK Learning/Spence Rogers; Teaching and Poverty/Ruby Payne, Eric Jensen; Reducing Mean & Aggressive Behavior/Marcia McEvoy; Positive Behavior Supports/PBIS World; more.

Tier: Tier 1

**R-PHS School Improvement Plan 2018-19**

Reeths-Puffer High School

| Activity - PD in Effective Instruction & Management   | Activity Type         | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible   |
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| Activity - PD in Strategy Grouping  | Activity Type         | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible   |
| Through data conversations and protocols, conversations with interventionists, 10-minute PD sessions, and professional learning sessions, teachers will learn data-driven methods for grouping students for strategic instruction in the classroom.                       | Professional Learning | Tier 1 | Implement | 06/18/2018 | 06/30/2021 | \$1               | Title II Part A   | Director of Teaching & Learning; Director of Special Education; Principals; Teachers; Supervisors |
| Activity - Strategy Groups  | Activity Type         | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible   |



**R-PHS School Improvement Plan 2018-19**

Reeths-Puffer High School

|  |                    |        |           |            |            |     |                 |   |
|--|--------------------|--------|-----------|------------|------------|-----|-----------------|---|
| Teachers will use data to implement strategy groups for classroom instruction. | Implementa<br>tion | Tier 1 | Implement | 06/18/2018 | 06/30/2021 | \$1 | General<br>Fund | Director of<br>Teaching &<br>Learning;<br>Director of<br>Special<br>Education;<br>Principals;<br>Teachers;<br>Supervisors |
|--|--------------------|--------|-----------|------------|------------|-----|-----------------|---|

**Strategy 5:**

Cross Content Reading and Responding - Teachers will teach students how to apply reading, writing, and language skills to answer questions in science, history, and social studies contexts.

Category: English/Language Arts

Research Cited: Teachers College Reading & Writing Project; Formative Assessment for Michigan Educators (FAME) project

Tier: Tier 1

| Activity - Analyzing Text to Gather Evidence and Respond to Real World Contexts   | Activity Type      | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible                                     |
|---|--------------------|--------|-----------|------------|------------|-------------------|-------------------|---|
| Teachers will help students utilize close reading strategies that includes careful analysis of text and command of evidence to produce clear written responses to given topic or prompt. Students will utilize an array of text and respond to real world contexts. | Direct Instruction | Tier 1 | Implement | 06/18/2018 | 06/30/2021 | \$1               | General Fund      | Director of Teaching & Learning, Principals, Teachers |

| Activity - PD in Teaching Argumentative Writing   | Activity Type         | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible                                     |
|---|-----------------------|--------|-----------|------------|------------|-------------------|-------------------|---|
| Teachers will learn and implement effective strategies for teaching narrative, informative/explanatory and argumentative writing. Teachers will apply and integrate these strategies into the district's core writing instruction through the implementation of our curriculum materials. | Professional Learning | Tier 1 | Implement | 06/18/2018 | 06/30/2021 | \$1               | Title II Part A   | Director of Teaching & Learning, Principals, Teachers |

**(shared) Strategy 6:**

Flexible Grouping - Gen ed and special ed teachers will learn how to apply principles of MTSS and data-driven decision-making. They will use strategy groups for classroom intervention and for supplemental intervention.

Category: English/Language Arts

Research Cited: Opportunity to Learn; MTSS.

Tier: Tier 2

**R-PHS School Improvement Plan 2018-19**

Reeths-Puffer High School

| Activity - Strategy Groups   | Activity Type                                   | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible   |
|--|---|--------|-----------|------------|------------|-------------------|-------------------|---|
| Teachers will learn the attributes and characteristics of effective classroom intervention models. Students will be grouped for instruction based on data and targeted need. | Academic Support Program, Professional Learning | Tier 2 | Implement | 06/18/2018 | 06/30/2021 | \$1               | General Fund      | Director of Teaching & Learning, Principals, special ed and gen ed teachers |

| Activity - Essentials Class   | Activity Type                 | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible  |
|---|-------------------------------|--------|-----------|------------|------------|-------------------|-------------------|--|
| Instructional staff will design and implement an Essentials ELA Class. Design will focus on ELA essentials delivered in realworld contexts. | Getting Ready, Implementation | Tier 2 | Implement | 06/18/2018 | 06/30/2021 | \$1               | General Fund      | Director of Teaching & Learning, Principal, ELA teachers |

**Measurable Objective 3:**

A 25% increase of Ninth, Tenth, Eleventh and Twelfth grade Economically Disadvantaged and Students with Disabilities students will demonstrate a proficiency in reading in English Language Arts by 06/09/2017 as measured by FastBridge assessments, state assessments and ongoing formative assessments..

**Strategy 1:**

Supplemental Reading Opportunity Secondary - Struggling students will engage in supplemental learning opportunities within the classroom. As a supplemental learning opportunity, students will be grouped for instruction based on targeted need.

Category: English/Language Arts

Research Cited: Opportunity to Learn; Scholastic

Tier: Tier 2

| Activity - Extended Learning - Reading  | Activity Type            | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding  | Staff Responsible  |
|---|--------------------------|--------|-----------|------------|------------|-------------------|--------------------|--|
| Targeted students will participate in after-school and summer supplemental reading support. | Academic Support Program | Tier 2 | Implement | 09/08/2014 | 06/30/2021 | \$2               | Section 31a, Other | Principals, Classroom teachers, 21st Century program staff |

| Activity - Credit Recovery | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|----------------------------|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
|----------------------------|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|

**R-PHS School Improvement Plan 2018-19**

Reeths-Puffer High School

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|---|--|-------------|--------------|-------------------|-----------------|--------------------------|-------------------------------|---|
| As a supplemental learning opportunity, students who have failed a core course will have the opportunity to recover the credit in the Apollo program. Priority students are those who are highly at risk of not graduating and those with risk factors of abuse, neglect, poverty, attendance, behavior, and/or family issues. Enrollment in this opportunity is exclusive to eligible students based on failed credit status and risk factors. | Direct Instruction                           | Tier 2      | Implement    | 06/09/2014        | 06/30/2021      | \$1                      | Section 31a                   | High school principal, counselors, teachers.  |
| <b>Activity - Supplemental Reading Opportunity Secondary</b>  | <b>Activity Type</b>                         | <b>Tier</b> | <b>Phase</b> | <b>Begin Date</b> | <b>End Date</b> | <b>Resource Assigned</b> | <b>Source Of Funding</b>      | <b>Staff Responsible</b>  |
| As a supplemental learning opportunity, students will be grouped for instruction based on targeted need, daily for at least 50 minutes. Programs include ACRI (Text Analysis), STARI and Intervention Classroom (special ed).   | Academic Support Program, Direct Instruction | Tier 2      | Implement    | 06/18/2018        | 06/30/2021      | \$2                      | Section 31a, General Fund     | Principal, general teachers, intervention teachers, special education teachers, special education supervisors |
| <b>Activity - Homeless Tutoring</b>   | <b>Activity Type</b>                         | <b>Tier</b> | <b>Phase</b> | <b>Begin Date</b> | <b>End Date</b> | <b>Resource Assigned</b> | <b>Source Of Funding</b>      | <b>Staff Responsible</b>  |
| Homeless students will be provided supplies for basic needs and supplemental tutoring when core instruction, and available Tier I and II interventions do not meet their academic needs.  | Academic Support Program                     | Tier 3      | Implement    | 06/18/2018        | 06/30/2021      | \$1                      | Title I Part A                | Director of State/Federal Programs, Principal, tutor  |
| <b>Activity - Team Teaching - Reading</b>   | <b>Activity Type</b>                         | <b>Tier</b> | <b>Phase</b> | <b>Begin Date</b> | <b>End Date</b> | <b>Resource Assigned</b> | <b>Source Of Funding</b>      | <b>Staff Responsible</b>  |
| Special education students will receive reading instruction in ELA in a team-taught class, with a content areas teacher and a special education teacher. Teachers will learn characteristics of effective team-teaching situations.   | Academic Support Program                     | Tier 2      | Implement    | 06/18/2018        | 06/30/2021      | \$2                      | General Fund, Title II Part A | Principal, Special Education Supervisor, general education teacher, special education teacher                 |

**(shared) Strategy 2:**

Analytical Reading - Promote the practice of reading a wide variety of arguments and analyzing an author's work.

**R-PHS School Improvement Plan 2018-19**

Reeths-Puffer High School

Category: English/Language Arts

Research Cited: Content Literacy through Document Based Questions; Reader's Workshop; Echoes and Reflections - an Interdisciplinary Approach to the Holocaust Education.

Tier: Tier 1

| Activity - PD in Integrating Effective Instructional Strategies into Content Area Reading  | Activity Type                                   | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible  |
|--|---|--------|-----------|------------|------------|-------------------|-------------------|--|
| All teachers will learn strategies for teaching students how to read content area text, excerpts from founding documents, text from ongoing Great Global Conversations about freedom, justice, and human dignity in order to respond (verbally or in writing) to a given prompt. | Academic Support Program, Professional Learning | Tier 1 | Implement | 07/03/2017 | 06/26/2020 | \$1               | General Fund      | Director of teaching and Learning Principal and teachers |

| Activity - Utilizing Multiple Text Types  | Activity Type         | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible  |
|---|-----------------------|--------|-----------|------------|------------|-------------------|-------------------|--|
| Teachers will focus instruction that balances the use of multiple text types (argumentative, informative, fiction, and nonfiction narrative). | Professional Learning | Tier 1 | Implement | 07/03/2017 | 06/26/2020 | \$1               | Title II Part A   | Director of teaching and learning Principal and teachers |

**Strategy 3:**

Ensure all Students are ready to learn - All schools in the district will apply the principles of MTSS to provide stronger support for students and families, particularly those experiencing domestic and/or economic struggles, homelessness and trauma.

Category: Learning Support Systems

Research Cited: Maslow's Hierarchy, DHHS Pathways to Potential, MTSS

Tier: Tier 2

| Activity - School Counselors Middle School & High School | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
|--|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|

**R-PHS School Improvement Plan 2018-19**

Reeths-Puffer High School

|  |                            |        |           |            |            |     |              |   |
|--|----------------------------|--------|-----------|------------|------------|-----|--------------|---|
| School counselors and social workers will provide individual and small group support in socio-emotional areas of need. Priority will be given to students whose needs stem from poverty-related influences, including changing family structures, transiency, lack of access to adequate child care or medical care, increasing substance abuse, limited English language proficiency, and homelessness. | Behavioral Support Program | Tier 2 | Implement | 07/01/2016 | 06/30/2019 | \$1 | General Fund | Director of Human Services, Principals and Assistants, counselors and social workers. |
|--|----------------------------|--------|-----------|------------|------------|-----|--------------|---|

| Activity - PD in understanding Need   | Activity Type         | Tier   | Phase         | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible  |
|---|-----------------------|--------|---------------|------------|------------|-------------------|-------------------|--|
| Staff and administrators will learn how living in poverty or crisis impacts potential for learning, how family, cultural and economic factors contribute to the problem (including generational poverty, homelessness, English as a second language); how these issues purvey as trauma, how to intentionally approach classroom learning to overcome or offset these issues, and how to intentionally redesign school to support families in overcoming these issues on a sustained basis. | Professional Learning | Tier 1 | Getting Ready | 08/19/2016 | 06/30/2021 | \$1               | Title II Part A   | Director of Teaching & Learning, Principals and Assistants, Director of State and Federal Programs, social workers and counselors and the P2P coaches. |

| Activity - Community Schools   | Activity Type  | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible  |
|--|--|--------|-----------|------------|------------|-------------------|-------------------|--|
| Principals and staff will team with DHS Success Coaches (ref. Pathways to Potential project) to build a solid trusting partnership to support students and families. This partnership opens a direct link between schools and the supports that the Department of Human Services can provide the family. Priority will be given to students whose needs stem from trauma and poverty-related influences, including changing family structures, transiency, lack of access to adequate child care or medical care, increasing substance abuse, child abuse, limited English language proficiency, and homelessness. | Parent Involvement, Community Engagement, Behavioral Support Program | Tier 2 | Implement | 06/18/2018 | 06/30/2021 | \$1               | Other             | Superintendent, Principals and Assistants, Teachers, Counselors and Social Workers |

| Activity - PD in Systems of Care & Trauma-Informed Schools | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
|--|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|

**R-PHS School Improvement Plan 2018-19**

Reeths-Puffer High School

|   |                       |        |           |            |            |     |                 |  |
|---|-----------------------|--------|-----------|------------|------------|-----|-----------------|--|
| Administrators, instructional and itinerant staff and support staff will learn, understand and apply the critical attributes of traumainformed schools. | Professional Learning | Tier 1 | Implement | 06/18/2018 | 06/30/2021 | \$1 | Title II Part A | Administrators, instructional and itinerant staff and support staff, Director of Teaching & Learning |
|---|-----------------------|--------|-----------|------------|------------|-----|-----------------|--|

| Activity - PD in Understanding the Effects of Sensory Issues for Classroom Learning  | Activity Type         | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible   |
|--|-----------------------|--------|-----------|------------|------------|-------------------|-------------------|---|
| Teachers will learn characteristics of sensory integration concerns, impacts on learning, and implications for instruction and use this knowledge to support students' needs so that learning can occur. | Professional Learning | Tier 1 | Implement | 06/18/2018 | 06/30/2021 | \$1               | Title II Part A   | Director of Teaching & Learning, Principals, Special Ed staff, Teachers |

| Activity - Homeless Transportation  | Activity Type  | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible   |
|---|----------------|--------|-----------|------------|------------|-------------------|-------------------|---|
| Transportation will be provided as needed for homeless students attending Reeths-Puffer Schools, subject to guidelines and limitations of Title IA. | Implementation | Tier 1 | Implement | 06/18/2018 | 06/30/2021 | \$1               | Title I Part A    | Director of State/Federal Programs, Transportation Director, School secretaries |

**(shared) Strategy 4:**

Flexible Grouping - Gen ed and special ed teachers will learn how to apply principles of MTSS and data-driven decision-making. They will use strategy groups for classroom intervention and for supplemental intervention.

Category: English/Language Arts

Research Cited: Opportunity to Learn; MTSS.

Tier: Tier 2

| Activity - Strategy Groups | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|----------------------------|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
|----------------------------|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|

**R-PHS School Improvement Plan 2018-19**

Reeths-Puffer High School

|  |   |             |              |                   |                 |                          |                          |   |
|--|---|-------------|--------------|-------------------|-----------------|--------------------------|--------------------------|---|
| Teachers will learn the attributes and characteristics of effective classroom intervention models. Students will be grouped for instruction based on data and targeted need. | Academic Support Program, Professional Learning | Tier 2      | Implement    | 06/18/2018        | 06/30/2021      | \$1                      | General Fund             | Director of Teaching & Learning, Principals, special ed and gen ed teachers |
| <b>Activity - Essentials Class</b>   | <b>Activity Type</b>                            | <b>Tier</b> | <b>Phase</b> | <b>Begin Date</b> | <b>End Date</b> | <b>Resource Assigned</b> | <b>Source Of Funding</b> | <b>Staff Responsible</b>  |
| Instructional staff will design and implement an Essentials ELA Class. Design will focus on ELA essentials delivered in realworld contexts.                                  | Getting Ready, Implementation                   | Tier 2      | Implement    | 06/18/2018        | 06/30/2021      | \$1                      | General Fund             | Director of Teaching & Learning, Principal, ELA teachers                    |

**Goal 3: All students will develop a strong conceptual understanding of mathematics.**

**Measurable Objective 1:**

80% of Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, 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 use of FLEXIBLE STRATEGIES for mathematical problem solving, in COMMUNICATING MATHEMATICAL REASONING, and in application of MATHEMATICAL MODELING to solve tasks and problems in Mathematics by 06/30/2021 as measured by ongoing formative assessments and pre and post assessments and state assessments..

**Strategy 1:**

Technology Enhanced Learning - Teachers will enhance learning in the core content areas by integrating technology into their curriculum.

Category: Technology

Research Cited: The Michigan Educational Technology Standards for Students (METS-S), the International Society for Technology in Education's (ISTE) National Educational Technology Standards for Students (NETS-S) and the Framework for 21st Century Learning.

Tier: Tier 1

|   |                      |             |              |                   |                 |                          |                          |                          |
|---|----------------------|-------------|--------------|-------------------|-----------------|--------------------------|--------------------------|--------------------------|
| <b>Activity - Instructional Technology Upgrades</b> | <b>Activity Type</b> | <b>Tier</b> | <b>Phase</b> | <b>Begin Date</b> | <b>End Date</b> | <b>Resource Assigned</b> | <b>Source Of Funding</b> | <b>Staff Responsible</b> |
|---|----------------------|-------------|--------------|-------------------|-----------------|--------------------------|--------------------------|--------------------------|

**R-PHS School Improvement Plan 2018-19**

Reeths-Puffer High School

|   |            |        |           |            |            |     |              |  |
|---|------------|--------|-----------|------------|------------|-----|--------------|--|
| <p>2018-2019: Purchase 4 collaboration stations for student use at Reeths-Puffer High School. Replace 1 Reeths-Puffer Intermediate computer lab with Windows 10 workstations. Lab will consist of 31 workstations. Purchase 50 Epson PowerLite 675W projectors for Reeths-Puffer Middle School. Purchase 45 Epson PowerLite 675W projectors for Reeths-Puffer Elementary. Install Aruba 7000 series wireless network controller and 500 access points to cover all classrooms and common areas throughout the district.</p> <p>2019-2020: Purchase 40 Epson PowerLite 675W projectors for Reeths-Puffer Intermediate. Purchase 150 Epson PowerLite W29 projectors for Reeths-Puffer High School, Reeths-Puffer Middle School, Reeths-Puffer Intermediate and Reeths-Puffer Elementary. Replace 4 Reeths-Puffer High School computer labs with Windows 10 workstations. Each lab will consist of 31 workstations. Replace 1 Reeths-Puffer Middle School computer lab with Windows 10 workstations. Lab will consist of 31 workstations. Purchase 700 additional chromebooks for student use.</p> | Technology | Tier 1 | Implement | 06/18/2018 | 06/30/2020 | \$1 | General Fund | Director of Human Resources, Director of Technology & staff, School Administrators, teachers and instructional staff |
|---|------------|--------|-----------|------------|------------|-----|--------------|--|

| Activity - Content area Technology   | Activity Type | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible                                     |
|--|---------------|--------|-----------|------------|------------|-------------------|-------------------|---|
| Content area teams will develop open ended real-world projects/problems where students will utilize various tech tools, programs, and apps to research and present information to others in a variety of ways. | Technology    | Tier 1 | Implement | 06/18/2018 | 06/30/2021 | \$1               | General Fund      | Director of Teaching & Learning; Teachers; Principals |

| Activity - PD in Technology Enhanced Learning   | Activity Type                     | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible                                     |
|---|-----------------------------------|--------|-----------|------------|------------|-------------------|-------------------|---|
| Staff will learn how to enhance or accelerate learning through student use of technology. They may engage in ongoing workshops, peer learning opportunities, and coaching sessions for support in integrating technology into core instruction. | Technology, Professional Learning | Tier 1 | Implement | 06/18/2018 | 06/30/2021 | \$1               | Title II Part A   | Director of Teaching & Learning; Principals; Teachers |

**Strategy 2:**

Use of Multiple Assessments - Staff will increase their understanding of how to develop and use formative assessment practices, pre/post, end of unit assessments, and district benchmark assessments to monitor and enhance a student’s understanding of concepts and skills, ability to communicate reasoning through real-life application, and determine how students are using flexible strategies to demonstrate learning related to the specific grade level standards.

Category: Mathematics

Research Cited: Math Recovery, Jo Bealer (Stanford University), Dr. Debra Ball (University of Michigan)

Tier: Tier 1



**R-PHS School Improvement Plan 2018-19**

Reeths-Puffer High School

| Activity - Open-Ended Math Tasks   | Activity Type      | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible  |
|--|--------------------|--------|-----------|------------|------------|-------------------|-------------------|--|
| Teachers will implement a variety of open ended math tasks (related to real life situations) in order to get students to think about mathematical thinking and not just do math. | Direct Instruction | Tier 1 | Implement | 06/18/2018 | 06/30/2021 | \$1               | General Fund      | Director of Teaching and Learning and Professional Development Coordinator, Principals and Teaching staff. |

| Activity - PD in Assessing the Math Standards  | Activity Type         | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible                                     |
|--|-----------------------|--------|-----------|------------|------------|-------------------|-------------------|---|
| Staff will learn how to develop grade level unit and benchmark assessments and as pre, post, and formative assessments to monitor learning. Staff will learn how to use assessment data for instructional decision making. These assessments will be used to monitor and enhance a student's understanding of concepts and skills, and determine the student's ability to apply mathematical modeling specific to the Michigan Math Standards. | Professional Learning | Tier 1 | Implement | 06/18/2018 | 06/30/2021 | \$1               | Title II Part A   | Director of Teaching & Learning, Principals, Teachers |

| Activity - PD in Illustrative Math   | Activity Type         | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible                         |
|--|-----------------------|--------|-----------|------------|------------|-------------------|-------------------|---|
| Math Teachers who teach Alg. I, Alg. II, and Geometry will engage in learning how to implement Illustrative Math through virtual training with on-demand email support with IM writers and professional support staff. | Professional Learning | Tier 1 | Implement | 06/18/2018 | 06/30/2021 | \$1               | Title II Part A   | Director of Teaching & Learning, teachers |

**Strategy 3:**

Michigan Math Standards - Staff will effectively deliver curriculum aligned with the Michigan Math Standards.

Category: Mathematics

Research Cited: CCSS Research

Tier: Tier 1

| Activity - PD in Deep Understanding of Mathematical Practices and the Michigan Math Standards | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
|---|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|

**R-PHS School Improvement Plan 2018-19**

Reeths-Puffer High School

|   |                       |        |           |            |            |     |                 |  |
|---|-----------------------|--------|-----------|------------|------------|-----|-----------------|--|
| Teachers will deepen their understanding of the Michigan Standards for Mathematics. Teachers will learn new pedagogy and math talk moves that will ensure that the mathematical practices are at the center of instruction. Teacher will learn and enhance the effectiveness of the instructional and assessment strategies used as a part of our new curriculum resources and materials. | Professional Learning | Tier 1 | Implement | 06/18/2018 | 06/30/2021 | \$1 | Title II Part A | Director of Teaching and Learning and Reeths-Puffer Professional Development Coordinator, Principals and Professional Teaching Staff |
|---|-----------------------|--------|-----------|------------|------------|-----|-----------------|--|

| Activity - Leadership Team Professional Learning  | Activity Type         | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible   |
|---|-----------------------|--------|-----------|------------|------------|-------------------|-------------------|---|
| Content area leadership teams will participate in ongoing PLCs to extend and enhance the expectations of higher rigor of the Michigan Math Standards in daily instruction. The leaders of these teams will be responsible for making curriculum adjustments as well as disseminating information and new learning to their grade level team colleagues. Educate staff about the resources available for supporting the learning for students and for staff as they work in PLCs to align their instruction consistently and accurately. | Professional Learning | Tier 1 | Implement | 06/18/2018 | 06/30/2021 | \$1               | Title II Part A   | Director of Teaching & Learning, Leadership Team members. |

| Activity - PD in Using Math Learning Trajectories for Instructional Planning   | Activity Type         | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible  |
|--|-----------------------|--------|-----------|------------|------------|-------------------|-------------------|--|
| Teachers will learn how to plan and utilize effective strategies to move students along the learning continuum, applying knowledge and understanding of the math learning trajectories. PD model is modeling and coaching, provided by teacher experts who have been trained under Title IIA in Math Recovery. PD may also be provided by Illustrative Math consultants or through coaching and support from MAISD math consultants or math coach. | Professional Learning | Tier 1 | Implement | 06/18/2018 | 06/30/2021 | \$1               | Title II Part A   | Director of Teaching & Learning; Math Leadership Team; Math Teachers; Principals |

| Activity - Open Up Math Curriculum | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|------------------------------------|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
|                                    |               |      |       |            |          |                   |                   |                   |

**R-PHS School Improvement Plan 2018-19**

Reeths-Puffer High School

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|--|-----------------------------------|--------|-----------|------------|------------|-----|--------------|--|
| We are implementing a new middle school math curriculum called Open Up Resources. It is developed by Bill McCullum and the Illustrative Math group. Teachers will learn the program and prepare curriculum, lessons and materials for implementation. The curriculum is being implemented at grades 6-8 now. Teachers in grades 6-12 will learn the math program, 6-8 at a deeper level, and 9-12 as they prepare curriculum, lessons and materials for implementation. Learning support provided by Illustrative Math consultant. | Materials, Curriculum Development | Tier 1 | Implement | 06/18/2018 | 06/30/2021 | \$1 | General Fund | Director of Teaching & Learning, MS Principal, Secondary Math teachers |
|--|-----------------------------------|--------|-----------|------------|------------|-----|--------------|--|

| Activity - PD in Open Up Math Curriculum  | Activity Type         | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible   |
|---|-----------------------|--------|-----------|------------|------------|-------------------|-------------------|---|
| Teachers will learn how to implement the middle school and new high school "Open Up" math curriculum, as teachers learn to make curriculum accessible for all students. | Professional Learning | Tier 1 | Implement | 07/25/2018 | 06/30/2021 | \$1               | Title II Part A   | Director of Teaching & Learning, MS Principal, Secondary Math teachers. |

**Strategy 4:**

Credit Recovery - As a supplemental learning opportunity, students who have failed a core course will have the opportunity to recover the credit in the Apollo program. Priority students are those who are highly at risk of not graduating and those with risk factors of abuse, neglect, poverty, attendance, behavior, and/or family issues. Enrollment in this opportunity is exclusive to eligible students based on failed credit status and risk factors.

Category: Mathematics

Research Cited: Opportunity to Learn

Tier: Tier 2

| Activity - Credit Recovery   | Activity Type      | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible                   |
|--|--------------------|--------|-----------|------------|------------|-------------------|-------------------|-------------------------------------|
| As a supplemental learning opportunity, students who have failed a core course will have the opportunity to recover the credit in the Apollo program and/or in Summer School. Priority students are those who are highly at risk of not graduating and those with risk factors of abuse, neglect, poverty, attendance, behavior, and/or family issues. Enrollment in these opportunities is exclusive to eligible students based on failed credit status and risk factors. | Direct Instruction | Tier 2 | Implement | 06/18/2018 | 06/30/2021 | \$1               | Section 31a       | HS Principals, counselors, teachers |

**Strategy 5:**

Effective Management and Instructional Strategies - Teachers and administrators will learn how to increase motivation and learning through highly effective

**R-PHS School Improvement Plan 2018-19**

Reeths-Puffer High School

management, PBIS, positive behavior supports and instructional strategies. Teachers will enhance classroom climate and procedures to promote higher levels of learning.

Category: Learning Support Systems

Research Cited: PEAK Learning/Spence Rogers; Teaching and Poverty/Ruby Payne, Eric Jensen; Reducing Mean & Aggressive Behavior/Marcia McEvoy; Positive Behavior Supports/PBIS World; more.

Tier: Tier 1

| Activity - PD in Effective Instruction & Management   | Activity Type         | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible   |
|---|-----------------------|--------|-----------|------------|------------|-------------------|-------------------|---|
| Teachers will learn methods of highly effective classroom management, positive behavior supports and instructional strategies. Principals and 1-2 lead teachers per building will learn a common philosophy and approach for implementing PBIS. | Professional Learning | Tier 1 | Implement | 06/18/2018 | 06/30/2021 | \$1               | Title II Part A   | Director of Teaching & Learning; Director of Special Education; Principals; Teachers; Supervisors |

| Activity - PD in Differentiated Engagement  | Activity Type         | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible   |
|---|-----------------------|--------|-----------|------------|------------|-------------------|-------------------|---|
| Teachers will learn differentiated engagement strategies to ensure learners are ready to learn. | Professional Learning | Tier 1 | Implement | 06/18/2018 | 06/30/2021 | \$1               | Title II Part A   | Director of Teaching & Learning; Director of Special Education; Principals; Teachers; Supervisors |

| Activity - PD in Strategy Grouping  | Activity Type         | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible   |
|---|-----------------------|--------|-----------|------------|------------|-------------------|-------------------|---|
| Through data conversations and protocols, teachers will learn data-driven methods for grouping students for strategic instruction in the classroom. | Professional Learning | Tier 1 | Implement | 06/18/2018 | 06/30/2021 | \$1               | Title II Part A   | Director of Teaching & Learning; Director of Special Education; Principals; Teachers; Supervisors |

**R-PHS School Improvement Plan 2018-19**

Reeths-Puffer High School

| Activity - Strategy Groups   | Activity Type  | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible   |
|--|----------------|--------|-----------|------------|------------|-------------------|-------------------|---|
| Teachers will implement strategy groups for classroom instruction. | Implementation | Tier 1 | Implement | 06/18/2018 | 06/30/2021 | \$1               | General Fund      | Director of Teaching & Learning; Director of Special Education; Principals; Teachers; Supervisors |

**Measurable Objective 2:**

A 25% increase of Ninth, Tenth, Eleventh and Twelfth grade Economically Disadvantaged and Students with Disabilities students will demonstrate a proficiency in COMMUNICATING MATHEMATICAL REASONING in Mathematics by 06/30/2021 as measured by state assessments, ongoing formative and summative assessments, and benchmark assessments..

**Strategy 1:**

Supplemental Math Opportunity - As a supplemental learning opportunity, students will be grouped for instruction based on targeted need, daily for at least 30 minutes.

Category:

Research Cited: Opportunity to Learn

Tier:

| Activity - Supplemental Math - HS  | Activity Type            | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding  | Staff Responsible                     |
|--|--------------------------|--------|-----------|------------|------------|-------------------|--------------------|---------------------------------------|
| Students at risk of failing Algebra and in need of additional learning opportunity may be enrolled in this supplemental hour of Algebra Support. This class is restricted to students who are taking it as a second hour of instruction. | Academic Support Program | Tier 2 | Implement | 06/18/2018 | 06/30/2021 | \$2               | Section 31a, Other | Principals, math teachers, counselors |

| Activity - Credit Recovery   | Activity Type      | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible                            |
|--|--------------------|--------|-----------|------------|------------|-------------------|-------------------|--|
| As a supplemental learning opportunity, students who have failed a core course will have the opportunity to recover the credit in the Apollo program or summer school. Priority students are those who are highly at risk of not graduating and those with risk factors of abuse, neglect, poverty, attendance, behavior, and/or family issues. Enrollment in this opportunity is exclusive to eligible students based on failed credit status and risk factors. | Direct Instruction | Tier 2 | Implement | 06/09/2014 | 06/30/2021 | \$1               | Section 31a       | High school principal, counselors, teachers. |

| Activity - Homeless Tutoring | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|------------------------------|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
|------------------------------|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|

**R-PHS School Improvement Plan 2018-19**

Reeths-Puffer High School

|  |                          |        |           |            |            |     |                |  |
|--|--------------------------|--------|-----------|------------|------------|-----|----------------|--|
| Homeless students will be provided supplies for basic needs and supplemental tutoring when core instruction, and available Tier I and II interventions do not meet their academic needs. | Academic Support Program | Tier 3 | Implement | 06/18/2018 | 06/30/2021 | \$1 | Title I Part A | Director of State/Federal Programs, Principal, tutor |
|--|--------------------------|--------|-----------|------------|------------|-----|----------------|--|

**Strategy 2:**

Proven Strategies in Secondary Math - Instruction will be delivered through research-proven methods

Category:

Research Cited: Opportunity to Learn

Tier:

| Activity - Team Teaching - Math   | Activity Type            | Tier | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding               | Staff Responsible   |
|---|--------------------------|------|-----------|------------|------------|-------------------|---------------------------------|---|
| Special education students will receive math instruction in a team-taught class, with a content areas teacher and a special education teacher. Teachers will learn characteristics of effective team-teaching situations. | Academic Support Program |      | Implement | 06/18/2018 | 06/30/2021 | \$2               | General Fund, Special Education | Principal, Special Education Supervisor, general ed teacher, special ed teacher |

| Activity - PD in High Level Math Concepts and Strategies  | Activity Type         | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible  |
|---|-----------------------|--------|-----------|------------|------------|-------------------|-------------------|--|
| Teachers will learn how to teach students who struggle with high level math strategies and concepts such as problem solving, data analysis, linear equations, and solving complex equations, through the use of number talks in their weekly lessons. | Professional Learning | Tier 1 | Implement | 06/18/2018 | 06/30/2021 | \$1               | Title II Part A   | Director of Teaching & Learning, Principals, math teachers |

**Strategy 3:**

Ensure all students are ready to learn - All schools in the district will apply principles of MTSS to provide stronger support for students and families, particularly those experiencing domestic and/or economic struggles, homelessness and trauma.

Category: Learning Support Systems

Research Cited: Maslow's hierarchy; DHS Pathways to Potential; MTSS.

Tier: Tier 2

**R-PHS School Improvement Plan 2018-19**

Reeths-Puffer High School

| Activity - School Counselors - MS/HS   | Activity Type  | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible  |
|--|--|--------|-----------|------------|------------|-------------------|-------------------|--|
| School counselors and social workers will provide individual and small group support in socio-emotional areas of need. Priority will be given to students whose needs stem from poverty-related influences, including changing family structures, transiency, lack of access to adequate child care or medical care, increasing substance abuse, child abuse, limited English language proficiency, and homelessness.  | Behavioral Support Program   | Tier 2 | Implement | 06/18/2018 | 06/30/2021 | \$1               | General Fund      | Director of HR, Principals and Assistants, Teachers, Counselors and Social Workers                   |
| Activity - Community Schools   | Activity Type  | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible  |
| Principals and staff will team with DHS Success Coaches (ref. Pathways to Potential project) to build a solid trusting partnership to support students and families. This partnership opens a direct link between schools and the supports that the Department of Human Services can provide the family. Priority will be given to students whose needs stem from trauma and poverty-related influences, including changing family structures, transiency, lack of access to adequate child care or medical care, increasing substance abuse, child abuse, limited English language proficiency, and homelessness. | Parent Involvement, Community Engagement, Behavioral Support Program | Tier 2 | Implement | 06/18/2018 | 06/30/2021 | \$1               | Other             | Superintendent, Principals and Assistants, Teachers, Counselors and Social Workers                   |
| Activity - PD in Systems of Care & Trauma-Informed Schools   | Activity Type  | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible  |
| Administrators, instructional and itinerant staff and support staff will learn, understand and apply the critical attributes of effective trauma informed schools.   | Professional Learning  | Tier 1 | Implement | 06/18/2018 | 06/30/2021 | \$1               | Title II Part A   | Administrators, instructional and itinerant staff and support staff, Director of Teaching & Learning |
| Activity - PD in Understanding Need  | Activity Type  | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible  |

**R-PHS School Improvement Plan 2018-19**

Reeths-Puffer High School

|   |                       |        |           |            |            |     |                 |  |
|---|-----------------------|--------|-----------|------------|------------|-----|-----------------|--|
| Staff and administrators will learn how living in poverty or crisis impacts potential for learning; how family, cultural and economic factors contribute to the problem (including generational poverty, homelessness, English as a second language); how these issues purvey as trauma; how to intentionally approach classroom learning to overcome or offset these issues; and how to intentionally redesign school to support families in overcoming these issues on a sustained basis. | Professional Learning | Tier 1 | Implement | 06/18/2018 | 06/30/2021 | \$1 | Title II Part A | Director of Teaching/Learning, Director of State/Federal Programs/Grants, Principals, counselors & social workers, P2P coaches |
|---|-----------------------|--------|-----------|------------|------------|-----|-----------------|--|

| Activity - Homeless & Foster Care Transportation  | Activity Type  | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible   |
|---|----------------|--------|-----------|------------|------------|-------------------|-------------------|---|
| Transportation will be provided as needed for homeless and foster care students attending Reeths-Puffer Schools, subject to guidelines and limitations of Title IA. | Implementation | Tier 1 | Implement | 06/18/2018 | 06/30/2021 | \$1               | Title I Part A    | Director of State/Federal Programs, Transportation Director, School secretaries |

**Strategy 4:**

Flexible Grouping - Grades 5-12 - Gen ed and special ed teachers will learn how to apply principles of MTSS and data-driven decision-making. They will use strategy groups for classroom intervention and for supplemental intervention.

Category: Learning Support Systems

Research Cited: Opportunity to Learn; MTSS.

Tier: Tier 2

| Activity - PD in Strategy Groups   | Activity Type         | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible   |
|--|-----------------------|--------|-----------|------------|------------|-------------------|-------------------|---|
| Teachers will learn the attributes and characteristics of effective classroom intervention models. Students will be grouped for instruction based on data and targeted need. | Professional Learning | Tier 1 | Implement | 06/18/2018 | 06/30/2021 | \$1               | Title II Part A   | Director of Teaching & Learning, Principals, teachers, specialists and interventionists |



**Strategy 5:**

Classroom-embedded intervention strategies - Teachers and administrators will implement strategies designed to meet the unique needs of struggling math learners. Classroom strategies will include using pre-diagnostics, unit assessments, mid-module assessments, formative assessment, and student self assessment of progress on learning targets; strategy grouping, hands-on learning, and open-ended questioning.

Category: Mathematics

Research Cited: OTL

Tier: Tier 2

| Activity - Data-Driven Strategic Groups  | Activity Type  | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible                                     |
|--|----------------|--------|-----------|------------|------------|-------------------|-------------------|---|
| Implement data-driven instruction with strategic groups, using data from the implementation of schoolwide learning targets and common assessments. | Implementation | Tier 2 | Implement | 06/18/2018 | 06/30/2021 | \$1               | General Fund      | Director of Teaching & Learning; Principals; Teachers |

**Goal 4: All students will be proficient scientific thinkers and problem solvers.**

**Measurable Objective 1:**

80% of Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, 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 content literacy in Science by 06/09/2017 as measured by classroom assessments and state assessments.

**(shared) Strategy 1:**

Secondary Content Literacy Focused Instruction - Secondary science teachers will use literacy strategies designed to engage students in deeper understanding of science concepts and processes.

Category:

Research Cited: Research from CCSS; NGSS Research from National Academy of Sciences; Doug Fisher; Marzano - What Works in Schools; Building Background Knowledge

Tier:

| Activity - PD in Science Content Literacy Strategies and Implementing the Science Practices into Classroom Instruction | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
|--|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|

**R-PHS School Improvement Plan 2018-19**

Reeths-Puffer High School

|  |                       |        |           |            |            |     |                 |   |
|--|-----------------------|--------|-----------|------------|------------|-----|-----------------|---|
| Lead teachers will learn content-specific literacy strategies and "best practice" instructional strategies; lead teachers will train content teachers in content-specific literacy strategies and "best practice" instructional strategies. Literacy strategies will be intentionally designed to integrate with other curricula. Science teachers will gain a deeper understanding of the Next Gen Science Standards and the importance of implementing the Science Practices in daily instruction. Teachers will learn how to deliver curriculum comprised of the Next Gen Science Standards; and will learn effective instructional strategies to ensure all students achieve the standards. To include training in MI-STAR curriculum and in science modeling. | Professional Learning | Tier 1 | Implement | 06/10/2013 | 06/30/2021 | \$1 | Title II Part A | Director of Teaching & Learning; Administrators; Curriculum leaders; Teachers |
|--|-----------------------|--------|-----------|------------|------------|-----|-----------------|---|

| Activity - Alignment of Materials   | Activity Type | Tier | Phase | Begin Date | End Date   | Resource Assigned | Source Of Funding             | Staff Responsible   |
|---|---------------|------|-------|------------|------------|-------------------|-------------------------------|---|
| Content area teams will create or work through curriculum materials and instruction to focus on content literacy. Curriculum and instruction will include intentionally designed integration with other curricula. Grades 6-8 will work from the MI-STAR (NGSS aligned) curriculum. | Getting Ready |      |       | 06/10/2013 | 06/30/2021 | \$2               | General Fund, Title II Part A | Director of Teaching & Learning; Administrators; Curriculum leaders; Teachers |

| Activity - Leadership Team Professional Learning  | Activity Type         | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible  |
|---|-----------------------|--------|-----------|------------|------------|-------------------|-------------------|--|
| Content area leadership teams will participate in ongoing PLCs to extend and enhance the expectations of higher rigor of the Michigan Science Standards. The leaders of these teams will be responsible for making curriculum adjustments as well as disseminating information and new learning to their grade level building colleagues. | Professional Learning | Tier 1 | Implement | 06/09/2014 | 06/30/2021 | \$1               | Title II Part A   | Director of Teaching & Learning, leadership team members |

| Activity - PD in teaching argumentative writing  | Activity Type         | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible  |
|--|-----------------------|--------|-----------|------------|------------|-------------------|-------------------|--|
| Teachers will learn and implement effective strategies for teaching informative/explanatory and argumentative writing. Teachers will apply and integrate these strategies into the district's core writing instruction through the implementation of our curriculum materials. | Professional Learning | Tier 1 | Implement | 07/03/2017 | 06/26/2020 | \$1               | Title II Part A   | Director of Teaching and Learning Principal and teachers |

| Activity - Analyzing Text to Gather Evidence and Respond to Real World Contexts | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
|   |               |      |       |            |          |                   |                   |                   |

## R-PHS School Improvement Plan 2018-19

Reeths-Puffer High School

|   |                    |        |           |            |            |     |              |   |
|---|--------------------|--------|-----------|------------|------------|-----|--------------|---|
| Teachers will help students utilize close reading strategies that includes careful analysis of text and command of evidence to produce clear written responses to given topic or prompt. Students will utilize an array of text and respond to real world contexts. | Direct Instruction | Tier 1 | Implement | 06/18/2018 | 06/30/2021 | \$1 | General Fund | Director of Teaching & Learning, Principals, Teachers |
|---|--------------------|--------|-----------|------------|------------|-----|--------------|---|

### Strategy 2:

Technology Enhanced Learning - Teachers will enhance learning in the core content areas by integrating technology into their curriculum.

Category: Technology

Research Cited: The Michigan Educational Technology Standards for Students (METS-S), the International Society for Technology in Education's (ISTE) National Educational Technology Standards for Students (NETS-S) and the Framework for 21st Century Learning.

Tier: Tier 1

| Activity - PD in Technology Enhanced Learning  | Activity Type | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible                                     |
|--|---------------|--------|-----------|------------|------------|-------------------|-------------------|---|
| Staff will learn how to accelerate learning through student use of technology. They may engage in ongoing workshops, peer learning opportunities, and coaching sessions for support in integrating technology into core instruction. | Technology    | Tier 1 | Implement | 06/18/2018 | 06/30/2021 | \$1               | Title II Part A   | Director of Teaching & Learning; Teachers; Principals |

| Activity - Content area Technology  | Activity Type | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible                                     |
|---|---------------|--------|-----------|------------|------------|-------------------|-------------------|---|
| Content area teams will develop open ended real-world projects where students will utilize various tech tools, programs, and apps to research and present information to others in a variety of ways. | Technology    | Tier 1 | Implement | 06/18/2018 | 06/30/2021 | \$1               | General Fund      | Director of Teaching & Learning; Teachers; Principals |

| Activity - Instructional Technology Upgrades | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
|--|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|

**R-PHS School Improvement Plan 2018-19**

Reeths-Puffer High School

|   |            |        |           |            |            |     |              |  |
|---|------------|--------|-----------|------------|------------|-----|--------------|--|
| <p>2018-2019: Purchase 4 collaboration stations for student use at Reeths-Puffer High School. Replace 1 Reeths-Puffer Intermediate computer lab with Windows 10 workstations. Lab will consist of 31 workstations. Purchase 50 Epson PowerLite 675W projectors for Reeths-Puffer Middle School. Purchase 45 Epson PowerLite 675W projectors for Reeths-Puffer Elementary. Install Aruba 7000 series wireless network controller and 500 access points to cover all classrooms and common areas throughout the district.</p> <p>2019-2020: Purchase 40 Epson PowerLite 675W projectors for Reeths-Puffer Intermediate. Purchase 150 Epson PowerLite W29 projectors for Reeths-Puffer High School, Reeths-Puffer Middle School, Reeths-Puffer Intermediate and Reeths-Puffer Elementary. Replace 4 Reeths-Puffer High School computer labs with Windows 10 workstations. Each lab will consist of 31 workstations. Replace 1 Reeths-Puffer Middle School computer lab with Windows 10 workstations. Lab will consist of 31 workstations. Purchase 700 additional chromebooks for student use.</p> | Technology | Tier 1 | Implement | 06/18/2018 | 06/30/2020 | \$1 | General Fund | Director of Human Resources, Director of Technology & staff, School Administrators, teachers and instructional staff |
|---|------------|--------|-----------|------------|------------|-----|--------------|--|

**Strategy 3:**

Effective Management and Instructional Strategies - Teachers and administrators will learn how to increase motivation and learning through highly effective management, positive behavior supports, and instructional strategies. Teachers will enhance classroom climate and procedures to promote higher levels of learning.

Category: Learning Support Systems

Category: Science

Research Cited: PEAK Learning/Spence Rogers; Teaching and Poverty/Ruby Payne, Eric Jensen; Reducing Mean & Aggressive Behavior/Marcia McEvoy; Positive Behavior Supports/PBIS World; more.

Tier: Tier 1

| Activity - PD in Effective Instruction & Management  | Activity Type         | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible   |
|--|-----------------------|--------|-----------|------------|------------|-------------------|-------------------|---|
| <p>Teachers will learn methods of highly effective classroom management, positive behavior supports and instructional strategies. Principals and 1-2 lead teachers per building will learn a common philosophy and approach for implementing PBIS.</p> | Professional Learning | Tier 1 | Implement | 06/18/2018 | 06/30/2021 | \$1               | Title II Part A   | Director of Teaching & Learning; Director of Special Education; Principals; Teachers; Supervisors |

| Activity - PD in Differentiated Engagement | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
|--|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|

**R-PHS School Improvement Plan 2018-19**

Reeths-Puffer High School

|   |                       |        |           |            |            |     |                 |   |
|---|-----------------------|--------|-----------|------------|------------|-----|-----------------|---|
| Teachers will learn differentiated engagement strategies to ensure learners are ready to learn. | Professional Learning | Tier 1 | Implement | 06/18/2018 | 06/30/2021 | \$1 | Title II Part A | Director of Teaching & Learning; Director of Special Education; Principals; Teachers; Supervisors |
|---|-----------------------|--------|-----------|------------|------------|-----|-----------------|---|

| Activity - PD in Strategy Grouping   | Activity Type         | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible   |
|--|-----------------------|--------|-----------|------------|------------|-------------------|-------------------|---|
| Teachers will learn data-driven methods for grouping students for strategic instruction in the classroom through data conversations and protocols. | Professional Learning | Tier 1 | Implement | 06/18/2018 | 06/30/2021 | \$1               | Title II Part A   | Director of Teaching & Learning; Director of Special Education; Principals; Teachers; Supervisors |

| Activity - Strategy Groups   | Activity Type      | Tier   | Phase         | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible   |
|--|--------------------|--------|---------------|------------|------------|-------------------|-------------------|---|
| Teachers will implement strategy groups based on data for classroom instruction. | Direct Instruction | Tier 1 | Getting Ready | 06/18/2018 | 06/30/2021 | \$1               | General Fund      | Director of Teaching & Learning; Director of Special Education; Principals; Teachers; Supervisors |

**Measurable Objective 2:**

A 25% increase of Ninth, Tenth, Eleventh and Twelfth grade Economically Disadvantaged and Students with Disabilities students will demonstrate a proficiency in science content literacy in Science by 06/09/2017 as measured by EXState Assessments and Classroom Formative Assessments.

**(shared) Strategy 1:**

Secondary Content Literacy Focused Instruction - Secondary science teachers will use literacy strategies designed to engage students in deeper understanding of science concepts and processes.

Category:

Research Cited: Research from CCSS; NGSS Research from National Academy of Sciences; Doug Fisher; Marzano - What Works in Schools; Building Background Knowledge

Tier:

**R-PHS School Improvement Plan 2018-19**

Reeths-Puffer High School

| Activity - PD in Science Content Literacy Strategies and Implementing the Science Practices into Classroom Instruction   | Activity Type         | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding             | Staff Responsible   |
|--|-----------------------|--------|-----------|------------|------------|-------------------|-------------------------------|---|
| Lead teachers will learn content-specific literacy strategies and "best practice" instructional strategies; lead teachers will train content teachers in content-specific literacy strategies and "best practice" instructional strategies. Literacy strategies will be intentionally designed to integrate with other curricula. Science teachers will gain a deeper understanding of the Next Gen Science Standards and the importance of implementing the Science Practices in daily instruction. Teachers will learn how to deliver curriculum comprised of the Next Gen Science Standards; and will learn effective instructional strategies to ensure all students achieve the standards. To include training in MI-STAR curriculum and in science modeling. | Professional Learning | Tier 1 | Implement | 06/10/2013 | 06/30/2021 | \$1               | Title II Part A               | Director of Teaching & Learning; Administrators; Curriculum leaders; Teachers |
| Activity - Alignment of Materials  | Activity Type         | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding             | Staff Responsible   |
| Content area teams will create or work through curriculum materials and instruction to focus on content literacy. Curriculum and instruction will include intentionally designed integration with other curricula. Grades 6-8 will work from the MI-STAR (NGSS aligned) curriculum.  | Getting Ready         |        |           | 06/10/2013 | 06/30/2021 | \$2               | Title II Part A, General Fund | Director of Teaching & Learning; Administrators; Curriculum leaders; Teachers |
| Activity - Leadership Team Professional Learning   | Activity Type         | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding             | Staff Responsible   |
| Content area leadership teams will participate in ongoing PLCs to extend and enhance the expectations of higher rigor of the Michigan Science Standards. The leaders of these teams will be responsible for making curriculum adjustments as well as disseminating information and new learning to their grade level building colleagues.  | Professional Learning | Tier 1 | Implement | 06/09/2014 | 06/30/2021 | \$1               | Title II Part A               | Director of Teaching & Learning, leadership team members                      |
| Activity - PD in teaching argumentative writing  | Activity Type         | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding             | Staff Responsible   |
| Teachers will learn and implement effective strategies for teaching informative/explanatory and argumentative writing. Teachers will apply and integrate these strategies into the district's core writing instruction through the implementation of our curriculum materials.   | Professional Learning | Tier 1 | Implement | 07/03/2017 | 06/26/2020 | \$1               | Title II Part A               | Director of Teaching and Learning Principal and teachers                      |

**R-PHS School Improvement Plan 2018-19**

Reeths-Puffer High School

| Activity - Analyzing Text to Gather Evidence and Respond to Real World Contexts   | Activity Type      | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible                                     |
|---|--------------------|--------|-----------|------------|------------|-------------------|-------------------|---|
| Teachers will help students utilize close reading strategies that includes careful analysis of text and command of evidence to produce clear written responses to given topic or prompt. Students will utilize an array of text and respond to real world contexts. | Direct Instruction | Tier 1 | Implement | 06/18/2018 | 06/30/2021 | \$1               | General Fund      | Director of Teaching & Learning, Principals, Teachers |

**Strategy 2:**

Credit Recovery - As a supplemental learning opportunity, students who have failed a core course will have the opportunity to recover the credit in the Apollo program. Priority students are those who are highly at risk of not graduating and those with risk factors of abuse, neglect, poverty, attendance, behavior, limited English language proficiency, homelessness, and/or family issues. Enrollment in this opportunity is exclusive to eligible students based on failed credit status and risk factors.

Category: Science

Research Cited: Opportunity to Learn

Tier: Tier 2

| Activity - Credit Recovery  | Activity Type      | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible                  |
|---|--------------------|--------|-----------|------------|------------|-------------------|-------------------|------------------------------------|
| As a supplemental learning opportunity, students who have failed a core course will have the opportunity to recover the credit in the Apollo program. Priority students are those who are highly at risk of not graduating and those with risk factors of abuse, neglect, poverty, attendance, behavior, limited English language proficiency, homelessness, and/or family issues. Enrollment in this opportunity is exclusive to eligible students based on failed credit status and risk factors. | Direct Instruction | Tier 2 | Implement | 06/18/2018 | 06/30/2021 | \$1               | Section 31a       | HS Principal, counselors, teachers |

**Strategy 3:**

Ensure all Grade 5-12 students are ready to learn - All schools in the district will apply principles of MTSS to provide stronger support for students and families, particularly those experiencing domestic and/or economic struggles, homelessness and trauma.

Category: Learning Support Systems

Research Cited: Maslow’s hierarchy, DHS Pathways to Potential

Tier: Tier 2

| Activity - School Counselors - HS | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|-----------------------------------|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
|-----------------------------------|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|

**R-PHS School Improvement Plan 2018-19**

Reeths-Puffer High School

|   |                            |        |           |            |            |     |              |  |
|---|----------------------------|--------|-----------|------------|------------|-----|--------------|--|
| School counselors and social workers will provide individual and small group support in socio-emotional areas of need. Priority will be given to students whose needs stem from poverty-related influences, including changing family structures, transiency, lack of access to adequate child care or medical care, increasing substance abuse, child abuse, limited English language proficiency, and homelessness. | Behavioral Support Program | Tier 2 | Implement | 06/18/2018 | 06/30/2021 | \$1 | General Fund | Director of HR, Principals and Assistants, Teachers, Counselors and Social Workers |
|---|----------------------------|--------|-----------|------------|------------|-----|--------------|--|

| Activity - PD in Understanding Need   | Activity Type         | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible  |
|---|-----------------------|--------|-----------|------------|------------|-------------------|-------------------|--|
| Staff and administrators will learn how living in poverty or crisis impacts potential for learning; how family, cultural and economic factors contribute to the problem (including generational poverty, homelessness, English as a second language); how these issues purvey as trauma; how to intentionally approach classroom learning to overcome or offset these issues; and how to intentionally redesign school to support families in overcoming these issues on a sustained basis. | Professional Learning | Tier 1 | Implement | 06/18/2018 | 06/30/2021 | \$1               | Title II Part A   | Director of Teaching/Learning, Director of State/Federal Programs/Grants, Principals, counselors & social workers, P2P coaches |

**Strategy 4:**

Flexible Grouping - Gen ed and special ed teachers will learn how to apply principles of MTSS and data-driven decision-making. They will use strategy groups for classroom intervention and for supplemental intervention.

Category: Learning Support Systems

Research Cited: Opportunity to Learn; MTSS

Tier: Tier 2

| Activity - PD in Science/Math Misconception Management  | Activity Type         | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible   |
|---|-----------------------|--------|-----------|------------|------------|-------------------|-------------------|---|
| Teachers and administrators will learn how to elicit and address student misconceptions with focus on struggling learners, ELL students and students with disabilities. | Professional Learning | Tier 1 | Implement | 06/18/2018 | 06/30/2021 | \$1               | Title II Part A   | Director of Teaching & Learning; general and special education teachers |



## Goal 5: All students will be proficient in global thinking and understand global impacts on the world.

### Measurable Objective 1:

80% of Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, 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 content literacy in Social Studies by 06/09/2017 as measured by classroom learning tasks, formative assessment tasks and state assessments..

### Strategy 1:

Secondary Content Literacy Focused Instruction - Secondary social studies teachers will use literacy strategies designed to engage students in deeper understanding of social studies concepts and principles.

Category: Social Studies

Research Cited: Research behind College, Career & Civics Framework; Marzano - Building Background Knowledge

Tier: Tier 1

| Activity - PD in College, Career & Civics Framework  | Activity Type         | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible   |
|--|-----------------------|--------|-----------|------------|------------|-------------------|-------------------|---|
| Social studies teachers will learn the content of the College, Career & Civics Framework; and learn how to construct curriculum to deliver the College, Career & Civics Framework; and learn effective instructional strategies to ensure all students achieve the College, Career & Civics Framework. To include professional learning in Word Gen. | Professional Learning | Tier 1 | Implement | 06/10/2013 | 06/30/2021 | \$1               | Title II Part A   | Director of Teaching & Learning; Administrators; Curriculum leaders; Teachers |

| Activity - Alignment of Materials  | Activity Type | Tier   | Phase         | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible   |
|--|---------------|--------|---------------|------------|------------|-------------------|-------------------|---|
| Content area teams will create or work through new curriculum materials and instruction to focus on content literacy. Curriculum and instruction will include intentionally designed integration with other curricula. | Getting Ready | Tier 1 | Getting Ready | 06/10/2013 | 06/30/2021 | \$1               | General Fund      | Director of Teaching & Learning; Administrators; Curriculum leaders; Teachers |

**R-PHS School Improvement Plan 2018-19**

Reeths-Puffer High School

| Activity - PD in teaching argumentative writing   | Activity Type         | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible  |
|---|-----------------------|--------|-----------|------------|------------|-------------------|-------------------|--|
| Teachers will learn and implement effective strategies for teaching informative/explanatory and argumentative writing using Brain Frames and EmPOWER strategies. Teachers will apply and integrate these strategies into the district's core writing instruction through the implementation of our curriculum materials.                              | Professional Learning | Tier 1 | Implement | 07/03/2017 | 06/30/2021 | \$1               | Title II Part A   | Director of Teaching and Learning<br>Principal<br>and teachers                         |
| Activity - Leadership Team Professional Learning  | Activity Type         | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible  |
| Content area leadership teams will participate in ongoing PLCs to extend and enhance the expectations of higher rigor of the Michigan Social Studies Standards. The leaders of these teams will be responsible for making curriculum adjustments as well as disseminating information and new learning to their grade level building colleagues.      | Professional Learning | Tier 1 | Implement | 06/18/2018 | 06/30/2021 | \$1               | Title II Part A   | Director of Teaching & Learning,<br>Leadership Team members                            |
| Activity - PD in Integrating Effective Instructional Strategies into Content Area Reading   | Activity Type         | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible  |
| All teachers will learn strategies for teaching students how to read content area text, excerpts from founding documents, text from ongoing Great Global Conversations about freedom, justice, and human dignity in order to respond (verbally or in writing) to a given prompt. PD will include the Michigan Open Book Project for online textbooks. | Professional Learning | Tier 1 | Implement | 06/18/2018 | 06/30/2021 | \$1               | Title II Part A   | Director of Teaching & Learning;<br>Administrators;<br>Curriculum leaders;<br>Teachers |
| Activity - Analyzing Text to Gather Evidence and Respond to Real World Contexts   | Activity Type         | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible  |
| Teachers will help students utilize close reading strategies that includes careful analysis of text and command of evidence to produce clear written responses to given topic or prompt. Students will utilize an array of text and respond to real world contexts.   | Direct Instruction    | Tier 1 | Implement | 06/18/2018 | 06/30/2021 | \$1               | General Fund      | Director of Teaching & Learning;<br>Principals,<br>teachers                            |

**Strategy 2:**

Technology Enhanced Learning - Teachers will enhance learning in the core content areas by integrating technology into their curriculum.

Category: Social Studies

Research Cited: The Michigan Educational Technology Standards for Students (METS-S), the International Society for Technology in Education's (ISTE) National Educational Technology Standards for Students (NETS-S) and the Framework for 21st Century Learning.

**R-PHS School Improvement Plan 2018-19**

Reeths-Puffer High School

Tier: Tier 1

| Activity - PD in Technology Enhanced Learning  | Activity Type                     | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible                                     |
|--|-----------------------------------|--------|-----------|------------|------------|-------------------|-------------------|---|
| Staff will learn how to enhance and accelerate learning through student use of technology. They may engage in ongoing workshops, peer learning opportunities, and coaching sessions for support in integrating technology into core instruction. | Technology, Professional Learning | Tier 1 | Implement | 06/18/2018 | 06/30/2021 | \$1               | Title II Part A   | Director of Teaching & Learning; Teachers; Principals |

| Activity - Content area Technology  | Activity Type | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible                                     |
|---|---------------|--------|-----------|------------|------------|-------------------|-------------------|---|
| Content area teams will develop open ended real-world projects where students will utilize various tech tools, programs, and apps to research and present information to others in a variety of ways. | Technology    | Tier 1 | Implement | 06/18/2018 | 06/30/2021 | \$1               | General Fund      | Director of Teaching & Learning; Teachers; Principals |

| Activity - Instructional Technology Upgrades  | Activity Type | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible  |
|---|---------------|--------|-----------|------------|------------|-------------------|-------------------|--|
| <p>2018-2019: Purchase 4 collaboration stations for student use at Reeths-Puffer High School. Replace 1 Reeths-Puffer Intermediate computer lab with Windows 10 workstations. Lab will consist of 31 workstations. Purchase 50 Epson PowerLite 675W projectors for Reeths-Puffer Middle School. Purchase 45 Epson PowerLite 675W projectors for Reeths-Puffer Elementary. Install Aruba 7000 series wireless network controller and 500 access points to cover all classrooms and common areas throughout the district.</p> <p>2019-2020: Purchase 40 Epson PowerLite 675W projectors for Reeths-Puffer Intermediate. Purchase 150 Epson PowerLite W29 projectors for Reeths-Puffer High School, Reeths-Puffer Middle School, Reeths-Puffer Intermediate and Reeths-Puffer Elementary. Replace 4 Reeths-Puffer High School computer labs with Windows 10 workstations. Each lab will consist of 31 workstations. Replace 1 Reeths-Puffer Middle School computer lab with Windows 10 workstations. Lab will consist of 31 workstations. Purchase 700 additional chromebooks for student use.</p> | Technology    | Tier 1 | Implement | 06/18/2018 | 06/30/2021 | \$1               | General Fund      | Director of Human Resources, Director of Technology & staff, School Administrators, teachers and instructional staff |

| Activity - PD in Project-Based Learning | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
|   |               |      |       |            |          |                   |                   |                   |

**R-PHS School Improvement Plan 2018-19**

Reeths-Puffer High School

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|---|---|--------|-----------|------------|------------|-----|--------------|---|
| Instructional teams will learn how to deliver cross-content learning centered around a common problem. Teachers will participate in summer learning in PBL and then will design course content that will focus on project based learning. The course will increase student engagement through active student voice, relevance to real world problems, enhanced technology application, increased cross content rigor, and will end with a public exhibit of their learning. Additional grade levels to be added in the upcoming year. | Direct Instruction, Professional Learning | Tier 1 | Implement | 06/18/2018 | 06/30/2021 | \$1 | General Fund | Director of Teaching & Learning, teachers, principals |
|---|---|--------|-----------|------------|------------|-----|--------------|---|

**Strategy 3:**

Effective Management and Instructional Strategies - Teachers and administrators will learn how to increase motivation and learning through highly effective management, positive behavior supports and instructional strategies. Teachers will enhance classroom climate and procedures to promote higher levels of learning.

Category: Social Studies

Research Cited: PEAK Learning/Spence Rogers; Teaching and Poverty/Ruby Payne, Eric Jensen; Reducing Mean & Aggressive Behavior/Marcia McEvoy; Positive Behavior Supports/PBIS World; more.

Tier: Tier 1

| Activity - PD in Effective Instruction & Management   | Activity Type         | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible   |
|---|-----------------------|--------|-----------|------------|------------|-------------------|-------------------|---|
| Teachers will learn methods of highly effective classroom management, positive behavior supports and instructional strategies. Principals and 1-2 lead teachers per building will learn a common philosophy and approach for implementing PBIS. | Professional Learning | Tier 1 | Implement | 06/18/2018 | 06/30/2021 | \$1               | Title II Part A   | Director of Teaching & Learning; Director of Special Education; Principals; Teachers; Supervisors |

| Activity - PD in Differentiated Engagement  | Activity Type         | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible   |
|---|-----------------------|--------|-----------|------------|------------|-------------------|-------------------|---|
| Teachers will learn differentiated engagement strategies to ensure learners are ready to learn. | Professional Learning | Tier 1 | Implement | 06/18/2018 | 06/30/2021 | \$1               | Title II Part A   | Director of Teaching & Learning; Director of Special Education; Principals; Teachers; Supervisors |

**Measurable Objective 2:**

**R-PHS School Improvement Plan 2018-19**

Reeths-Puffer High School

A 25% increase of Ninth, Tenth, Eleventh and Twelfth grade Economically Disadvantaged and Students with Disabilities students will demonstrate a proficiency in content literacy in Social Studies by 06/09/2017 as measured by ongoing formative assessments, pre and post assessments and state assessments..

**Strategy 1:**

Document Based Questions - Secondary ELA and social studies teachers will use literacy strategies with Document Based Questions designed to engage students in deeper understanding of social studies concepts and principles.

Category:

Research Cited: ELA CCSS; College, Career & Civics Framework

Tier:

| Activity - Document Based Questions   | Activity Type  | Tier   | Phase         | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible  |
|---|----------------|--------|---------------|------------|------------|-------------------|-------------------|--|
| Secondary ELA and social studies teachers will use literacy strategies with Document Based Questions designed to engage students in deeper understanding of social studies concepts and principles. | Implementation | Tier 1 | Getting Ready | 06/10/2013 | 06/30/2021 | \$1               | General Fund      | Director of Teaching & Learning, Social Studies teachers, ELA teachers |

**Strategy 2:**

Credit Recovery - As a supplemental learning opportunity, students who have failed a core course will have the opportunity to recover the credit in the Apollo and/or Summer School program. Priority students are those who are highly at risk of not graduating and those with risk factors of abuse, neglect, poverty, attendance, behavior, limited English language proficiency, homelessness, and/or family issues. Enrollment in this opportunity is exclusive to eligible students based on failed credit status and risk factors.

Category: Learning Support Systems

Research Cited: Opportunity to Learn

Tier: Tier 2

| Activity - Credit Recovery   | Activity Type      | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible                     |
|--|--------------------|--------|-----------|------------|------------|-------------------|-------------------|---------------------------------------|
| As a supplemental learning opportunity, students who have failed a core course will have the opportunity to recover the credit in the Apollo and/or Summer School program. Priority students are those who are highly at risk of not graduating and those with risk factors of abuse, neglect, poverty, attendance, behavior, limited English language proficiency, homelessness, and/or family issues. Enrollment in this opportunity is exclusive to eligible students based on failed credit status and risk factors. | Direct Instruction | Tier 2 | Implement | 06/18/2018 | 06/30/2021 | \$1               | Section 31a       | MS/HS Principal, counselors, teachers |

**Strategy 3:**

Ensure all students are ready to learn - All schools in the district will apply principles of MTSS to provide stronger support for students and families, particularly those experiencing domestic and/or economic struggles, homelessness and trauma.

Category: Learning Support Systems

Research Cited: Maslow’s hierarchy; DHS Pathways to Potential; MTSS

Tier: Tier 2

| Activity - School Counselors - MS/HS  | Activity Type              | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible  |
|---|----------------------------|--------|-----------|------------|------------|-------------------|-------------------|--|
| School counselors and social workers will provide individual and small group support in socio-emotional areas of need. Priority will be given to students whose needs stem from poverty-related influences, including changing family structures, transiency, lack of access to adequate child care or medical care, increasing substance abuse, child abuse, limited English language proficiency, and homelessness. | Behavioral Support Program | Tier 2 | Implement | 06/18/2018 | 06/30/2021 | \$1               | General Fund      | Director of HR, Principals and Assistants, Teachers, Counselors and Social Workers |

| Activity - Community Schools   | Activity Type  | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible  |
|--|--|--------|-----------|------------|------------|-------------------|-------------------|--|
| Principals and staff will team with DHS Success Coaches (ref. Pathways to Potential project) to build a solid trusting partnership to support students and families. This partnership opens a direct link between schools and the supports that the Department of Human Services can provide the family. Priority will be given to students whose needs stem from trauma and poverty-related influences, including changing family structures, transiency, lack of access to adequate child care or medical care, increasing substance abuse, child abuse, limited English language proficiency, and homelessness. | Parent Involvement, Community Engagement, Behavioral Support Program | Tier 2 | Implement | 06/18/2018 | 06/30/2021 | \$1               | Other             | Superintendent, Principals and Assistants, Teachers, Counselors and Social Workers |

| Activity - PD in Systems of Care & Trauma-Informed Schools | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
|--|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|

**R-PHS School Improvement Plan 2018-19**

Reeths-Puffer High School

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|---|-----------------------|--------|-----------|------------|------------|-----|-----------------|--|
| Administrators, instructional and itinerant staff and support staff will learn, understand and apply the critical attributes of traumainformed schools. | Professional Learning | Tier 1 | Implement | 06/18/2018 | 06/30/2021 | \$1 | Title II Part A | Administrators, instructional and itinerant staff and support staff, Director of Teaching & Learning |
|---|-----------------------|--------|-----------|------------|------------|-----|-----------------|--|

| Activity - PD in Understanding Need   | Activity Type         | Tier   | Phase         | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible  |
|---|-----------------------|--------|---------------|------------|------------|-------------------|-------------------|--|
| Staff and administrators will learn how living in poverty or crisis impacts potential for learning; how family, cultural and economic factors contribute to the problem (including generational poverty, homelessness, English as a second language); how these issues pervue as trauma; how to intentionally approach classroom learning to overcome or offset these issues; and how to intentionally redesign school to support families in overcoming these issues on a sustained basis. | Professional Learning | Tier 1 | Getting Ready | 06/18/2018 | 06/30/2021 | \$1               | Title II Part A   | Director of Teaching/Learning, Director of State/Federal Programs/Grants, Principals, counselors & social workers, P2P coaches |

**Goal 6: School staff will use clean and green, two-way communications with parents and families.**

**Measurable Objective 1:**

demonstrate a behavior use multiple media, including web-based technologies, to communicate with parents and community by 06/09/2017 as measured by frequency with which parents receives communication from school.

**Strategy 1:**

Clean & Green Communications - All staff members will have more than one electronic means of communicating with parents and families. Professional development in using web-based tools will be provided. This topic will be evaluated in the teacher evaluation process.

Category:

Research Cited: LEAN; cost effectiveness; parent/school connection

Tier:

**R-PHS School Improvement Plan 2018-19**

Reeths-Puffer High School

| Activity - PD in Technology   | Activity Type         | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible  |
|---|-----------------------|--------|-----------|------------|------------|-------------------|-------------------|--|
| Staff will learn how to use technology tools, apps and other strategies to effectively utilize their blogs, Facebook, twitter, and other methods of electronic communication tools in order to communicate current happenings and support classroom instruction to parents and the community. | Professional Learning | Tier 1 | Implement | 06/10/2013 | 06/30/2020 | \$1               | Title II Part A   | Director of Teaching & Learning; Principals; Professional Staff; Technology leader/trainers; Director of Administrative Services |

| Activity - Implement web-based communications   | Activity Type  | Tier | Phase | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible   |
|---|----------------|------|-------|------------|------------|-------------------|-------------------|---|
| All staff will utilize multiple means of electronic communication with parents and families. Obtain parent input about the best modes of communication to reach them. | Implementation |      |       | 06/10/2013 | 06/06/2014 | \$1               | General Fund      | Superintendent; Director of Teaching & Learning; Director of Administrative Services; Administrators; Teachers; Support staff |

| Activity - Evaluate web-based communications | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
|--|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|



**R-PHS School Improvement Plan 2018-19**

Reeths-Puffer High School

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|--|------------|--|--|------------|------------|-----|-----------------|---|
| Use the teacher evaluation process to evaluate implementation of webbased and other electronic communications. | Evaluation |  |  | 06/10/2013 | 06/06/2014 | \$1 | Title II Part A | Superintendent; Director of Teaching & Learning; Director of Administrative Services; RPEA Leadership; Administrators; Professional staff |
|--|------------|--|--|------------|------------|-----|-----------------|---|

**Goal 7: Students will perceive Reeths-Puffer Schools as a safe place to be.**

**Measurable Objective 1:**

demonstrate a behavior Students, parents and staff will create a culture of safety throughout the district by 06/30/2020 as measured by internal surveys, parent perception data and student perception data including MiPHY data..

**Strategy 1:**

Awareness of Safety Perceptions - Heighten awareness among staff, students and parents about frequency and intensity of mean behavior, incidences of aggressive behavior, and perceptions that school does not feel safe.

Category:

Research Cited: PBIS, Research from Marcia McEvoy's work, What Works in Schools

Tier:

| Activity - Parent Education and Involvement  | Activity Type      | Tier | Phase | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible  |
|--|--------------------|------|-------|------------|------------|-------------------|-------------------|--|
| Parent workshops will be provided to inform parents of concerns about mean and aggressive behavior. Parents will be engaged in the process of planning a district-wide behavior model. Parents will be represented on the Behavior Task Force. | Parent Involvement |      |       | 06/10/2013 | 06/06/2014 | \$1               | General Fund      | Chairperson of Safe Schools Committee; principals; parents |

| Activity - Schoolwide Behavior Curriculum | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
|---|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|

**R-PHS School Improvement Plan 2018-19**

Reeths-Puffer High School

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|--|--------------------|--|--|------------|------------|-----|--------------|---|
| Reeths-Puffer students will participate in a schoolwide behavior curriculum. | Direct Instruction |  |  | 06/10/2013 | 06/06/2014 | \$1 | General Fund | Chairperson of Safe Schools committee; Principals; Counselors; Teachers and staff; Students |
|--|--------------------|--|--|------------|------------|-----|--------------|---|

| Activity - Behavior Task Force   | Activity Type | Tier | Phase | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible  |
|--|---------------|------|-------|------------|------------|-------------------|-------------------|--|
| Establish a task force to tackle mean and aggressive behavior. The task force will be central to establishing districtwide expectations and procedures for positive behavior intervention. | Getting Ready |      |       | 06/10/2013 | 06/06/2014 | \$1               | General Fund      | Chairperson of Safe Schools Committee, Task Force members, principals, teachers, parents |

| Activity - Security Personnel and Equipment  | Activity Type | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding         | Staff Responsible  |
|--|---------------|--------|-----------|------------|------------|-------------------|---------------------------|--|
| Upgrades to security system ( LED lighting, Smart Boot devices, new or improved door access control system); staffing (security officer and school safety liaison). Install Aruba 7000 series wireless network controller and wireless access points in each district classroom. | Technology    | Tier 1 | Implement | 07/03/2017 | 06/26/2020 | \$2               | General Fund, Section 31a | Director of Human Resources<br>Director of Technology<br>School Administrators<br>Security Personnel |

| Activity - PD in Reproductive Health   | Activity Type         | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible           |
|--|-----------------------|--------|-----------|------------|------------|-------------------|-------------------|-----------------------------|
| Designated teachers will learn Michigan's legislative requirements for a reproductive health curriculum; and the content of the district's curriculum. | Professional Learning | Tier 1 | Implement | 06/20/2018 | 06/30/2020 | \$1               | Title II Part A   | Health teachers, principals |

**R-PHS School Improvement Plan 2018-19**

Reeths-Puffer High School

**Strategy 2:**

Districtwide Behavior Plan - The PBIS Steering Committee, comprised of staff from all schools and the district behavior specialists, will develop a Multi-Tiered System of Supports (MTSS) and a positive behavior intervention plan (PBIS).

Category: School Culture

Research Cited: PBIS, Research from Marcia McEvoy's work

Tier: Tier 1

| Activity - PD in Effective Schoolwide Behavior Plans (PBIS)  | Activity Type         | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding            | Staff Responsible   |
|--|-----------------------|--------|-----------|------------|------------|-------------------|------------------------------|---|
| <p>Staff will learn how to create a positive schoolwide culture and behavior plan, to be implemented within a multi-tiered system of supports.</p> <p>Administrative support will be established with teacher leaders from all schools on the district steering committee; 80% of schools will be represented by an administrator at all district steering committee meetings; central administration will be represented at all district steering committee meetings; and at least one administrator will attend all building PBIS committee meetings. These expectations will be communicated and reinforced by the project lead. Meeting reminders will be provided.</p> <p>The district PBIS steering committee and building PBIS committees will meet on a regularly scheduled basis. The district steering committee will lead the development of effective operating procedures to support PBIS implementation: systemwide agenda and notes protocol expected to be used by all PBIS committees; agendas and notes will be distributed and stored in shared locations; communication and note-sharing to flow between district steering committee, building PBIS committees and the PBIS cabinet (administrative leaders); schedule of district and building meetings to be set and communicated.</p> <p>Outcomes from district PBIS steering committee meetings will inform topics for district "early release" professional learning.</p> | Professional Learning | Tier 1 | Implement | 06/10/2013 | 06/30/2020 | \$2               | Section 31a, Title II Part A | Director of Teaching & Learning; Director of Administrative Services; Chairperson of Safe Schools Committee; Administrators; Professional Staff; Office staff; Student Monitors |

| Activity - PD in Instructional Technology | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
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**R-PHS School Improvement Plan 2018-19**

Reeths-Puffer High School

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|---|-----------------------|--|--|------------|------------|-----|-----------------|---|
| Staff will learn how to use video technology tools to create instructional modules. | Professional Learning |  |  | 06/10/2013 | 06/06/2014 | \$1 | Title II Part A | Director of Teaching & Learning; Chairperson of Safe Schools Committee; Principals; Technology Trainers; Teachers |
|---|-----------------------|--|--|------------|------------|-----|-----------------|---|

| Activity - Aligned Behavior Plans  | Activity Type | Tier   | Phase         | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible   |
|--|---------------|--------|---------------|------------|------------|-------------------|-------------------|---|
| Under the leadership of the district PBIS steering committee a common, district-wide behavior matrix will be developed and implemented. The matrix will communicate commonly expected behaviors in all areas of our schools. | Getting Ready | Tier 1 | Getting Ready | 06/10/2013 | 06/30/2020 | \$1               | General Fund      | Director of Teaching & Learning, Director of Administrative Services; Chairperson of Safe Schools Committee; Administrators; professional staff |

| Activity - Schoolwide Behavior Curriculum  | Activity Type      | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible   |
|--|--------------------|--------|-----------|------------|------------|-------------------|-------------------|---|
| Reeths-Puffer students will learn appropriate school behavior through implementation of a schoolwide curriculum. | Direct Instruction | Tier 1 | Implement | 06/10/2013 | 06/30/2020 | \$1               | General Fund      | Chairperson of Safe Schools committee; Principals; Counselor & Social Workers; Teachers and staff; Students |

**R-PHS School Improvement Plan 2018-19**

Reeths-Puffer High School

| Activity - PD in Crisis Prevention & Intervention   | Activity Type              | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding            | Staff Responsible  |
|---|----------------------------|--------|-----------|------------|------------|-------------------|------------------------------|--|
| Instructional staff and administrators will be trained in Crisis Prevention and Intervention (CPI).   | Professional Learning      | Tier 1 | Implement | 06/18/2018 | 06/30/2020 | \$1               | Special Education            | Special Ed Director and Supervisors, Principals, Teachers, Paraprofessionals   |
| Activity - School Counselors - HS   | Activity Type              | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding            | Staff Responsible  |
| School counselors and social workers will provide individual and small group support in socio-emotional areas of need. Priority will be given to students whose needs stem from poverty-related influences, including changing family structures, transiency, lack of access to adequate child care or medical care, increasing substance abuse, child abuse, limited English language proficiency, and homelessness. | Behavioral Support Program | Tier 1 | Implement | 06/18/2018 | 06/30/2020 | \$1               | General Fund                 | Director of HR, Principals and Assistants, Teachers, Counselors and Social Workers   |
| Activity - PD in Classroom Behavior Management  | Activity Type              | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding            | Staff Responsible  |
| Reeths-Puffer staff will learn appropriate implementation of schoolwide behavior under the PBIS model and will learn highly effective strategies for classroom behavior management, including CHAMPS.   | Professional Learning      | Tier 1 | Implement | 06/18/2018 | 06/30/2020 | \$2               | Title II Part A, Section 31a | PBIS lead administrator, Director of Teaching & Learning, PBIS district steering committee, building PBIS committees, PBIS behavior coaches, principals and assistant principals, teachers |

**R-PHS School Improvement Plan 2018-19**

Reeths-Puffer High School

| Activity - PD in PBIS Implementation  | Activity Type         | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding            | Staff Responsible  |
|---|-----------------------|--------|-----------|------------|------------|-------------------|------------------------------|--|
| Teachers and administrators will be trained in Positive Behavioral Interventions & Supports (PBIS). Key leaders will be more deeply trained to support schools and the district in a full transition to PBIS. | Professional Learning | Tier 1 | Implement | 06/18/2018 | 06/30/2020 | \$2               | Section 31a, Title II Part A | PBIS administrative lead, behavior coaches, district PBIS steering committee, building PBIS committees |

| Activity - PD in Behavior Data Collection  | Activity Type         | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding            | Staff Responsible  |
|--|-----------------------|--------|-----------|------------|------------|-------------------|------------------------------|--|
| Teachers and administrators will be training to use PowerSchool for behavior data collection and to use SWIS behavior reports. | Professional Learning | Tier 1 | Implement | 06/18/2018 | 06/30/2020 | \$2               | Section 31a, Title II Part A | PBIS administrative lead, behavior coaches, district PBIS steering committee, principals, teachers |

**Strategy 3:**

Ensure 5-12 Students are ready to learn - All schools in the district will apply principles of MTSS to provide stronger support for students and families, particularly those experiencing domestic and/or economic struggle, homelessness and trauma.

Category: Learning Support Systems

Research Cited: Maslow's hierarchy; MTSS; DHHS Pathways to Potential.

Tier: Tier 1

| Activity - PD in understanding Need | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|-------------------------------------|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
|-------------------------------------|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|

|   |                       |        |               |            |            |     |                 |  |
|---|-----------------------|--------|---------------|------------|------------|-----|-----------------|--|
| Staff and administrators will learn how living in poverty or crisis impacts potential for learning; how family, cultural and economic factors contribute to the problem (including generational poverty, homelessness, English as a second language); how these issues purvey as trauma; how to intentionally approach classroom learning to overcome or offset these issues; and how to intentionally redesign school to support families in overcoming these issues on a sustained basis. | Professional Learning | Tier 1 | Getting Ready | 07/01/2016 | 06/30/2019 | \$1 | Title II Part A | Director of teaching & Learning, director of state/federal programs, principals, counselors, social workers, P2P coaches |
|---|-----------------------|--------|---------------|------------|------------|-----|-----------------|--|

**Goal 8: Teachers and administrators will understand and know how to effectively use the teacher evaluation process using the "Five Dimensions of Teaching and Learning (5D)" model.**

**Measurable Objective 1:**

demonstrate a behavior successfully complete teacher evaluations, professional growth plans and individualized development plans by 06/09/2017 as measured by year-end evaluation documents and processes.

**Strategy 1:**

Evaluation Collaboration - Teachers and administrators will collaborate on how to know, use and understand the 5 Dimensions of Teaching and Learning evaluation system.

Category:

Research Cited: 5 Dimensions of Teaching & Learning; <http://www.k-12leadership.org/services/5-dimensions>; <http://www.mcede.org/reports>

Tier: Tier 1

| Activity - PD in Web-Based Communications | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
|---|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|

**R-PHS School Improvement Plan 2018-19**

Reeths-Puffer High School

|   |                       |        |           |            |            |     |                 |  |
|---|-----------------------|--------|-----------|------------|------------|-----|-----------------|--|
| Administrators and teachers will learn to use the web-based app and other electronic communications as a part of the 5-D+ observation, feedback and evaluation processes. | Professional Learning | Tier 1 | Implement | 06/09/2014 | 06/30/2017 | \$1 | Title II Part A | Superintendent, Director of Teaching and Learning, Director of Administrative Services, Principals, Teachers, Technology staff |
|---|-----------------------|--------|-----------|------------|------------|-----|-----------------|--|

| Activity - PD in Teacher Evaluation   | Activity Type         | Tier   | Phase         | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible  |
|---|-----------------------|--------|---------------|------------|------------|-------------------|-------------------|--|
| Teachers and administrators will learn to differentiate between the performance levels within indicators, understand the possible observables for the indicators and will consistently utilize the 5-D+ rubric for observations, conversations, goal setting and evaluating of staff. | Professional Learning | Tier 1 | Getting Ready | 06/09/2014 | 06/30/2017 | \$1               | Title II Part A   | Superintendent, Director of Administrative Services, Principals, Instructional Specialist; RPEA Leadership; Professional Staff |

**Measurable Objective 2:**

demonstrate a proficiency in applying the "5 Dimensions of Teaching and Learning" to classroom practice by 06/30/2017 as measured by performance on the 5D rubric..

**Strategy 1:**

PD in 5 Dimensions - An Instructional Specialist will be trained as the district trainer in 5D. That person will provide professional development and coaching support indistrict

in how to understand and apply the 5D rubric to classroom practice. Professional development and coaching support will be provided for all teachers and instructional administrators.

Category:

Research Cited: 5 Dimensions of Teaching & Learning; <http://www.k-12leadership.org/services/5-dimensions>; <http://www.mcede.org/reports>

Tier: Tier 1



**R-PHS School Improvement Plan 2018-19**

Reeths-Puffer High School

| Activity - PD in 5 Dimensions   | Activity Type         | Tier   | Phase         | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible   |
|---|-----------------------|--------|---------------|------------|------------|-------------------|-------------------|---|
| Instructional Specialist will be trained to deeply understand and implement the 5-D rubric. The Instructional Specialist will become an in-district trainer for instructional staff and administrators. | Professional Learning | Tier 1 | Getting Ready | 06/08/2015 | 06/30/2017 | \$1               | Title II Part A   | Director of teaching and learning; Instructional Specialist |

| Activity - Administrator Coaching  | Activity Type         | Tier   | Phase         | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible   |
|--|-----------------------|--------|---------------|------------|------------|-------------------|-------------------|---|
| Administrators and leaders will learn from experts such as Nancy Colflesh, PD in Cognitive Coaching or Adaptive Schools in how to effectively coach teachers through feedback loops to improve teaching performance. | Professional Learning | Tier 1 | Getting Ready | 06/08/2015 | 06/30/2017 | \$1               | Title II Part A   | Superintendent, Director of Human Resources, Administrators, Instructional Specialist |

**Strategy 2:**

Instructional Specialist - The position of Instructional Specialist will be established. This person will be responsible for becoming deeply trained in the "5 Dimensions of Teaching and Learning." They will provide in-district professional development and coaching support in knowledge and implementation of the 5D rubric to classroom practice. This PD will be provided to teachers and instructional administrators.

Category:

Research Cited: 5 Dimensions of Teaching & Learning; <http://www.k-12leadership.org/services/5-dimensions>; <http://www.mcede.org/reports>

Tier: Tier 1

| Activity - Instructional Specialist   | Activity Type         | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible   |
|---|-----------------------|--------|-----------|------------|------------|-------------------|-------------------|---|
| Establish the position of Instructional Specialist to provide professional development and coaching support to teachers and administrators in the 5D model. | Professional Learning | Tier 1 | Implement | 06/08/2015 | 06/30/2017 | \$1               | Title II Part A   | Superintendent, Human Resources Director, Director of Teaching and Learning, Instructional Specialist |

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### Special Education

| Activity Name                          | Activity Description  | Activity Type            | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Staff Responsible   |
|--|---|--------------------------|--------|-----------|------------|------------|-------------------|---|
| PD in Crisis Prevention & Intervention | Instructional staff and administrators will be trained in Crisis Prevention and Intervention (CPI).   | Professional Learning    | Tier 1 | Implement | 06/18/2018 | 06/30/2020 | \$1               | Special Ed Director and Supervisors, Principals, Teachers, Parapro              |
| Team Teaching - Math                   | Special education students will receive math instruction in a team-taught class, with a content areas teacher and a special education teacher. Teachers will learn characteristics of effective team-teaching situations. | Academic Support Program |        | Implement | 06/18/2018 | 06/30/2021 | \$1               | Principal, Special Education Supervisor, general ed teacher, special ed teacher |

### Section 31a

| Activity Name               | Activity Description  | Activity Type            | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Staff Responsible  |
|-----------------------------|---|--------------------------|--------|-----------|------------|------------|-------------------|--|
| Extended Learning - Reading | Targeted students will participate in after-school and summer supplemental reading support. | Academic Support Program | Tier 2 | Implement | 09/08/2014 | 06/30/2021 | \$1               | Principals, Classroom teachers, 21st Century program staff |

**R-PHS School Improvement Plan 2018-19**

Reeths-Puffer High School

|                                  |  |                       |        |           |            |            |     |  |
|----------------------------------|--|-----------------------|--------|-----------|------------|------------|-----|--|
| Credit Recovery                  | As a supplemental learning opportunity, students who have failed a core course will have the opportunity to recover the credit in the Apollo program and/or in Summer School. Priority students are those who are highly at risk of not graduating and those with risk factors of abuse, neglect, poverty, attendance, behavior, and/or family issues. Enrollment in these opportunities is exclusive to eligible students based on failed credit status and risk factors. | Direct Instruction    | Tier 2 | Implement | 06/18/2018 | 06/30/2021 | \$1 | HS Principals, counselors, teachers  |
| PD in PBIS Implementation        | Teachers and administrators will be trained in Positive Behavioral Interventions & Supports (PBIS). Key leaders will be more deeply trained to support schools and the district in a full transition to PBIS.  | Professional Learning | Tier 1 | Implement | 06/18/2018 | 06/30/2020 | \$1 | PBIS administrative lead, behavior coaches, district PBIS steering committee, building PBIS committees |
| Security Personnel and Equipment | Upgrades to security system ( LED lighting, Smart Boot devices, new or improved door access control system); staffing (security officer and school safety liaison). Install Aruba 7000 series wireless network controller and wireless access points in each district classroom.   | Technology            | Tier 1 | Implement | 07/03/2017 | 06/26/2020 | \$1 | Director of Human Resources<br>Director of Technology<br>School Administrators<br>Security Personnel   |

**R-PHS School Improvement Plan 2018-19**

Reeths-Puffer High School

|   |  |   |               |                  |                   |                   |            |   |
|---|--|---|---------------|------------------|-------------------|-------------------|------------|---|
| <p>PD in Classroom Behavior Management</p>        | <p>Reeths-Puffer staff will learn appropriate implementation of schoolwide behavior under the PBIS model and will learn highly effective strategies for classroom behavior management, including CHAMPS.</p>   | <p>Professional Learning</p>                        | <p>Tier 1</p> | <p>Implement</p> | <p>06/18/2018</p> | <p>06/30/2020</p> | <p>\$1</p> | <p>PBIS lead administrator, Director of Teaching &amp; Learning, PBIS district steering committee, building PBIS committees, PBIS behavior coaches, principals and assistant principals, teachers</p> |
| <p>Supplemental Reading Opportunity Secondary</p> | <p>As a supplemental learning opportunity, students will be grouped for instruction based on targeted need, daily for at least 50 minutes. Programs include ACRI (Text Analysis), STARI and Intervention Classroom (special ed).</p>   | <p>Academic Support Program, Direct Instruction</p> | <p>Tier 2</p> | <p>Implement</p> | <p>06/18/2018</p> | <p>06/30/2021</p> | <p>\$1</p> | <p>Principal, general teachers, intervention teachers, special education teachers, special education supervisors</p>  |
| <p>Credit Recovery</p>                            | <p>As a supplemental learning opportunity, students who have failed a core course will have the opportunity to recover the credit in the Apollo program and/or Summer School. Priority students are those who are highly at risk of not graduating and those with risk factors of abuse, neglect, poverty, attendance, behavior, limited English language proficiency, homelessness, and/or family issues. Enrollment in these opportunities is exclusive to eligible students based on failed credit status and risk factors.</p> | <p>Direct Instruction</p>                           | <p>Tier 2</p> | <p>Implement</p> | <p>06/18/2018</p> | <p>06/30/2021</p> | <p>\$1</p> | <p>Middle School and High School principal, counselors, teachers</p>  |

**R-PHS School Improvement Plan 2018-19**

Reeths-Puffer High School

|                                       |   |                              |               |                  |                   |                   |            |   |
|---------------------------------------|---|------------------------------|---------------|------------------|-------------------|-------------------|------------|---|
| <p>PD in Behavior Data Collection</p> | <p>Teachers and administrators will be training to use PowerSchool for behavior data collection and to use SWIS behavior reports.</p>   | <p>Professional Learning</p> | <p>Tier 1</p> | <p>Implement</p> | <p>06/18/2018</p> | <p>06/30/2020</p> | <p>\$1</p> | <p>PBIS administrative lead, behavior coaches, district PBIS steering committee, principals, teachers</p> |
| <p>Credit Recovery</p>                | <p>As a supplemental learning opportunity, students who have failed a core course will have the opportunity to recover the credit in the Apollo program or summer school. Priority students are those who are highly at risk of not graduating and those with risk factors of abuse, neglect, poverty, attendance, behavior, and/or family issues. Enrollment in this opportunity is exclusive to eligible students based on failed credit status and risk factors.</p> | <p>Direct Instruction</p>    | <p>Tier 2</p> | <p>Implement</p> | <p>06/09/2014</p> | <p>06/30/2021</p> | <p>\$1</p> | <p>High school principal, counselors, teachers.</p>   |

**R-PHS School Improvement Plan 2018-19**

Reeths-Puffer High School

|   |   |                              |               |                  |                   |                   |            |  |
|---|---|------------------------------|---------------|------------------|-------------------|-------------------|------------|--|
| <p>PD in Effective Schoolwide Behavior Plans (PBIS)</p> | <p>Staff will learn how to create a positive schoolwide culture and behavior plan, to be implemented within a multi-tiered system of supports. Administrative support will be established with teacher leaders from all schools on the district steering committee; 80% of schools will be represented by an administrator at all district steering committee meetings; central administration will be represented at all district steering committee meetings; and at least one administrator will attend all building PBIS committee meetings. These expectations will be communicated and reinforced by the project lead. Meeting reminders will be provided. The district PBIS steering committee and building PBIS committees will meet on a regularly scheduled basis. The district steering committee will lead the development of effective operating procedures to support PBIS implementation: systemwide agenda and notes protocol expected to be used by all PBIS committees; agendas and notes will be distributed and stored in shared locations; communication and note-sharing to flow between district steering committee, building PBIS committees and the PBIS cabinet (administrative leaders); schedule of district and building meetings to be set and communicated. Outcomes from district PBIS steering committee meetings will inform topics for district "early release" professional learning.</p> | <p>Professional Learning</p> | <p>Tier 1</p> | <p>Implement</p> | <p>06/10/2013</p> | <p>06/30/2020</p> | <p>\$1</p> | <p>Director of Teaching &amp; Learning; Director of Administrative Services; Chairperson of Safe Schools Committee; Administrators; Professional Staff; Office staff; Student Monitors</p> |
|---|---|------------------------------|---------------|------------------|-------------------|-------------------|------------|--|

**R-PHS School Improvement Plan 2018-19**

Reeths-Puffer High School

|                        |  |                          |        |           |            |            |     |  |
|------------------------|--|--------------------------|--------|-----------|------------|------------|-----|--|
| Credit Recovery        | As a supplemental learning opportunity, students who have failed a core course will have the opportunity to recover the credit in the Apollo and/or Summer School program. Priority students are those who are highly at risk of not graduating and those with risk factors of abuse, neglect, poverty, attendance, behavior, limited English language proficiency, homelessness, and/or family issues. Enrollment in this opportunity is exclusive to eligible students based on failed credit status and risk factors. | Direct Instruction       | Tier 2 | Implement | 06/18/2018 | 06/30/2021 | \$1 | MS/HS Principal, counselors, teachers        |
| Credit Recovery        | As a supplemental learning opportunity, students who have failed a core course will have the opportunity to recover the credit in the Apollo program. Priority students are those who are highly at risk of not graduating and those with risk factors of abuse, neglect, poverty, attendance, behavior, limited English language proficiency, homelessness, and/or family issues. Enrollment in this opportunity is exclusive to eligible students based on failed credit status and risk factors.                      | Direct Instruction       | Tier 2 | Implement | 06/18/2018 | 06/30/2021 | \$1 | HS Principal, counselors, teachers           |
| Credit Recovery        | As a supplemental learning opportunity, students who have failed a core course will have the opportunity to recover the credit in the Apollo program. Priority students are those who are highly at risk of not graduating and those with risk factors of abuse, neglect, poverty, attendance, behavior, and/or family issues. Enrollment in this opportunity is exclusive to eligible students based on failed credit status and risk factors.  | Direct Instruction       | Tier 2 | Implement | 06/09/2014 | 06/30/2021 | \$1 | High school principal, counselors, teachers. |
| Supplemental Math - HS | Students at risk of failing Algebra and in need of additional learning opportunity may be enrolled in this supplemental hour of Algebra Support. This class is restricted to students who are taking it as a second hour of instruction.   | Academic Support Program | Tier 2 | Implement | 06/18/2018 | 06/30/2021 | \$1 | Principals, math teachers, counselors        |

**R-PHS School Improvement Plan 2018-19**

Reeths-Puffer High School

**Title I Part A**

| Activity Name                         | Activity Description   | Activity Type            | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Staff Responsible   |
|---------------------------------------|--|--------------------------|--------|-----------|------------|------------|-------------------|---|
| Homeless Tutoring                     | Homeless students will be provided supplies for basic needs and supplemental tutoring when core instruction, and available Tier I and II interventions do not meet their academic needs. | Academic Support Program | Tier 3 | Implement | 06/18/2018 | 06/30/2021 | \$1               | Director of State/Federal Programs, Principal, tutor                            |
| Homeless Transportation               | Transportation will be provided as needed for homeless students attending Reeths-Puffer Schools, subject to guidelines and limitations of Title IA.                                      | Implementation           | Tier 1 | Implement | 06/18/2018 | 06/30/2021 | \$1               | Director of State/Federal Programs, Transportation Director, School secretaries |
| Homeless Tutoring                     | Homeless students will be provided supplies for basic needs and supplemental tutoring when core instruction, and available Tier I and II interventions do not meet their academic needs. | Academic Support Program | Tier 3 | Implement | 06/18/2018 | 06/30/2021 | \$1               | Director of State/Federal Programs, Principal, tutor                            |
| Homeless & Foster Care Transportation | Transportation will be provided as needed for homeless and foster care students attending Reeths-Puffer Schools, subject to guidelines and limitations of Title IA.                      | Implementation           | Tier 1 | Implement | 06/18/2018 | 06/30/2021 | \$1               | Director of State/Federal Programs, Transportation Director, School secretaries |

**Other**

| Activity Name | Activity Description | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Staff Responsible |
|---------------|----------------------|---------------|------|-------|------------|----------|-------------------|-------------------|
|---------------|----------------------|---------------|------|-------|------------|----------|-------------------|-------------------|



**R-PHS School Improvement Plan 2018-19**

Reeths-Puffer High School

|                        |  |  |        |           |            |            |     |  |
|------------------------|--|--|--------|-----------|------------|------------|-----|--|
| Community Schools      | Principals and staff will team with DHS Success Coaches (ref. Pathways to Potential project) to build a solid trusting partnership to support students and families. This partnership opens a direct link between schools and the supports that the Department of Human Services can provide the family. Priority will be given to students whose needs stem from trauma and poverty-related influences, including changing family structures, transiency, lack of access to adequate child care or medical care, increasing substance abuse, child abuse, limited English language proficiency, and homelessness. | Parent Involvement, Community Engagement, Behavioral Support Program | Tier 2 | Implement | 06/18/2018 | 06/30/2021 | \$1 | Superintendent, Principals and Assistants, Teachers, Counselors and Social Workers |
| Supplemental Math - HS | Students at risk of failing Algebra and in need of additional learning opportunity may be enrolled in this supplemental hour of Algebra Support. This class is restricted to students who are taking it as a second hour of instruction.   | Academic Support Program   | Tier 2 | Implement | 06/18/2018 | 06/30/2021 | \$1 | Principals, math teachers, counselors  |
| Community Schools      | Principals and staff will team with DHS Success Coaches (ref. Pathways to Potential project) to build a solid trusting partnership to support students and families. This partnership opens a direct link between schools and the supports that the Department of Human Services can provide the family. Priority will be given to students whose needs stem from trauma and poverty-related influences, including changing family structures, transiency, lack of access to adequate child care or medical care, increasing substance abuse, child abuse, limited English language proficiency, and homelessness. | Parent Involvement, Community Engagement, Behavioral Support Program | Tier 2 | Implement | 06/18/2018 | 06/30/2021 | \$1 | Superintendent, Principals and Assistants, Teachers, Counselors and Social Workers |

**R-PHS School Improvement Plan 2018-19**

Reeths-Puffer High School

|                             |  |  |        |           |            |            |     |  |
|-----------------------------|--|--|--------|-----------|------------|------------|-----|--|
| Extended Learning - Reading | Targeted students will participate in after-school and summer supplemental reading support.  | Academic Support Program   | Tier 2 | Implement | 09/08/2014 | 06/30/2021 | \$1 | Principals, Classroom teachers, 21st Century program staff                         |
| Community Schools           | Principals and staff will team with DHS Success Coaches (ref. Pathways to Potential project) to build a solid trusting partnership to support students and families. This partnership opens a direct link between schools and the supports that the Department of Human Services can provide the family. Priority will be given to students whose needs stem from trauma and poverty-related influences, including changing family structures, transiency, lack of access to adequate child care or medical care, increasing substance abuse, child abuse, limited English language proficiency, and homelessness. | Parent Involvement, Community Engagement, Behavioral Support Program | Tier 2 | Implement | 06/18/2018 | 06/30/2021 | \$1 | Superintendent, Principals and Assistants, Teachers, Counselors and Social Workers |

**Title II Part A**

| Activity Name                      | Activity Description   | Activity Type | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Staff Responsible                                     |
|------------------------------------|--|---------------|--------|-----------|------------|------------|-------------------|---|
| PD in Technology Enhanced Learning | Staff will learn how to accelerate learning through student use of technology. They may engage in ongoing workshops, peer learning opportunities, and coaching sessions for support in integrating technology into core instruction. | Technology    | Tier 1 | Implement | 06/18/2018 | 06/30/2021 | \$1               | Director of Teaching & Learning; Teachers; Principals |

**R-PHS School Improvement Plan 2018-19**

Reeths-Puffer High School

|                                       |   |                       |        |               |            |            |     |  |
|---------------------------------------|---|-----------------------|--------|---------------|------------|------------|-----|--|
| PD in Instructional Technology        | Staff will learn how to use video technology tools to create instructional modules.   | Professional Learning |        |               | 06/10/2013 | 06/06/2014 | \$1 | Director of Teaching & Learning; Chairperson of Safe Schools Committee; Principals; Technology Trainers; Teachers                                      |
| PD in understanding Need              | Staff and administrators will learn how living in poverty or crisis impacts potential for learning, how family, cultural and economic factors contribute to the problem (including generational poverty, homelessness, English as a second language); how these issues purvey as trauma, how to intentionally approach classroom learning to overcome or offset these issues, and how to intentionally redesign school to support families in overcoming these issues on a sustained basis. | Professional Learning | Tier 1 | Getting Ready | 08/19/2016 | 06/30/2021 | \$1 | Director of Teaching & Learning, Principals and Assistants, Director of State and Federal Programs, social workers and counselors and the P2P coaches. |
| PD in Technology Enhanced Learning    | Staff will learn how to enhance and accelerate learning through student use of technology and various student apps to help students use the technology effectively. They may engage in ongoing workshops, peer learning opportunities, and coaching sessions for support in integrating technology into core instruction.   | Professional Learning | Tier 1 | Implement     | 06/18/2018 | 06/30/2021 | \$1 | Director of Teaching & Learning; Teachers; Principals  |
| Leadership Team Professional Learning | Content area leadership teams will participate in ongoing PLCs to extend and enhance the expectations of higher rigor of the Michigan Social Studies Standards. The leaders of these teams will be responsible for making curriculum adjustments as well as disseminating information and new learning to their grade level building colleagues.  | Professional Learning | Tier 1 | Implement     | 06/18/2018 | 06/30/2021 | \$1 | Director of Teaching & Learning, Leadership Team members   |

**R-PHS School Improvement Plan 2018-19**

Reeths-Puffer High School

|   |  |                       |        |           |            |            |     |   |
|---|--|-----------------------|--------|-----------|------------|------------|-----|---|
| Leadership Team Professional Learning   | Content area leadership teams will participate in ongoing PLCs to extend and enhance the expectations of higher rigor of the Michigan Math Standards in daily instruction. The leaders of these teams will be responsible for making curriculum adjustments as well as disseminating information and new learning to their grade level team colleagues. Educate staff about the resources available for supporting the learning for students and for staff as they work in PLCs to align their instruction consistently and accurately.  | Professional Learning | Tier 1 | Implement | 06/18/2018 | 06/30/2021 | \$1 | Director of Teaching & Learning, Leadership Team members.                               |
| PD in Strategy Groups   | Teachers will learn the attributes and characteristics of effective classroom intervention models. Students will be grouped for instruction based on data and targeted need.   | Professional Learning | Tier 1 | Implement | 06/18/2018 | 06/30/2021 | \$1 | Director of Teaching & Learning, Principals, teachers, specialists and interventionists |
| PD in Science Content Literacy Strategies and Implementing the Science Practices into Classroom Instruction | Lead teachers will learn content-specific literacy strategies and "best practice" instructional strategies; lead teachers will train content teachers in content-specific literacy strategies and "best practice" instructional strategies. Literacy strategies will be intentionally designed to integrate with other curricula. Science teachers will gain a deeper understanding of the Next Gen Science Standards and the importance of implementing the Science Practices in daily instruction. Teachers will learn how to deliver curriculum comprised of the Next Gen Science Standards; and will learn effective instructional strategies to ensure all students achieve the standards. To include training in MI-STAR curriculum and in science modeling. | Professional Learning | Tier 1 | Implement | 06/10/2013 | 06/30/2021 | \$1 | Director of Teaching & Learning; Administrators; Curriculum leaders; Teachers           |

**R-PHS School Improvement Plan 2018-19**

Reeths-Puffer High School

|                                       |   |                                   |        |               |            |            |     |  |
|---------------------------------------|---|-----------------------------------|--------|---------------|------------|------------|-----|--|
| PD in Teacher Evaluation              | Teachers and administrators will learn to differentiate between the performance levels within indicators, understand the possible observables for the indicators and will consistently utilize the 5-D+ rubric for observations, conversations, goal setting and evaluating of staff.   | Professional Learning             | Tier 1 | Getting Ready | 06/09/2014 | 06/30/2017 | \$1 | Superintendent, Director of Administrative Services, Principals, Instructional Specialist; RPEA Leadership; Professional Staff |
| PD in Technology Enhanced Learning    | Staff will learn how to enhance or accelerate learning through student use of technology. They may engage in ongoing workshops, peer learning opportunities, and coaching sessions for support in integrating technology into core instruction.   | Technology, Professional Learning | Tier 1 | Implement     | 06/18/2018 | 06/30/2021 | \$1 | Director of Teaching & Learning; Principals; Teachers  |
| PD in Technology Enhanced Learning    | Staff will learn how to enhance and accelerate learning through student use of technology. They may engage in ongoing workshops, peer learning opportunities, and coaching sessions for support in integrating technology into core instruction.  | Technology, Professional Learning | Tier 1 | Implement     | 06/18/2018 | 06/30/2021 | \$1 | Director of Teaching & Learning; Teachers; Principals  |
| Team Teaching - Reading               | Special education students will receive reading instruction in ELA in a team-taught class, with a content areas teacher and a special education teacher. Teachers will learn characteristics of effective team-teaching situations.   | Academic Support Program          | Tier 2 | Implement     | 06/18/2018 | 06/30/2021 | \$1 | Principal, Special Education Supervisor, general education teacher, special education teacher                                  |
| Leadership Team Professional Learning | Content area leadership teams will participate in ongoing PLCs to extend and enhance the expectations of higher rigor of the Michigan Science Standards. The leaders of these teams will be responsible for making curriculum adjustments as well as disseminating information and new learning to their grade level building colleagues. | Professional Learning             | Tier 1 | Implement     | 06/09/2014 | 06/30/2021 | \$1 | Director of Teaching & Learning, leadership team members   |

**R-PHS School Improvement Plan 2018-19**

Reeths-Puffer High School

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|--|--|-----------------------|--------|-----------|------------|------------|-----|--|
| PD in Open Up Math Curriculum            | Teachers will learn how to implement the middle school and new high school "Open Up" math curriculum, as teachers learn to make curriculum accessible for all students.  | Professional Learning | Tier 1 | Implement | 07/25/2018 | 06/30/2021 | \$1 | Director of Teaching & Learning, MS Principal, Secondary Math teachers.  |
| PD in Effective Instruction & Management | Teachers will learn methods of highly effective classroom management, de-escalation strategies, positive behavior supports and instructional strategies. Principals and 1-2 lead teachers per building will learn a common philosophy and approach for implementing PBIS.  | Professional Learning | Tier 1 | Implement | 06/18/2018 | 06/30/2021 | \$1 | Director of Teaching & Learning; Director of Special Education; Principals; Teachers; Supervisors                              |
| PD in Understanding Need                 | Staff and administrators will learn how living in poverty or crisis impacts potential for learning; how family, cultural and economic factors contribute to the problem (including generational poverty, homelessness, English as a second language); how these issues pervade as trauma; how to intentionally approach classroom learning to overcome or offset these issues; and how to intentionally redesign school to support families in overcoming these issues on a sustained basis. | Professional Learning | Tier 1 | Implement | 06/18/2018 | 06/30/2021 | \$1 | Director of Teaching/Learning, Director of State/Federal Programs/Grants, Principals, counselors & social workers, P2P coaches |

**R-PHS School Improvement Plan 2018-19**

Reeths-Puffer High School

|   |   |                              |               |                  |                   |                   |            |   |
|---|---|------------------------------|---------------|------------------|-------------------|-------------------|------------|---|
| <p>PD in Teaching Reading Effectively</p>   | <p>Teachers will learn strategies to strengthen classroom instruction in reading: High Leverage Reading Strategies (students figure out the meaning of relevant words in context); Critical and Deeper Level Reading Strategies (students develop strategies to analyze complex text, read essays to analyze sources, and use evidence from the texts to demonstrate understanding); Strategies to Increase Reading Stamina when Reading Complex Text (students will routinely read multiple texts/passages around a given topic and use evidence from the texts to demonstrate understanding); apply the "10 Essential Instructional Practices in Early Literacy," and use assessment data to drive next steps in instruction.</p> | <p>Professional Learning</p> | <p>Tier 1</p> | <p>Implement</p> | <p>06/18/2018</p> | <p>06/30/2021</p> | <p>\$1</p> | <p>Director of Teaching &amp; Learning, Principals, Teachers, Reading Specialists</p> |
| <p>PD in teaching argumentative writing</p> | <p>Teachers will learn and implement effective strategies for teaching informative/explanatory and argumentative writing using Brain Frames and EmPOWER strategies. Teachers will apply and integrate these strategies into the district's core writing instruction through the implementation of our curriculum materials.</p>   | <p>Professional Learning</p> | <p>Tier 1</p> | <p>Implement</p> | <p>07/03/2017</p> | <p>06/30/2021</p> | <p>\$1</p> | <p>Director of Teaching and Learning Principal and teachers</p>                       |
| <p>Utilizing Multiple Text Types</p>        | <p>Teachers will focus instruction that balances the use of multiple text types (argumentative, informative, fiction, and nonfiction narrative).</p>  | <p>Professional Learning</p> | <p>Tier 1</p> | <p>Implement</p> | <p>07/03/2017</p> | <p>06/26/2020</p> | <p>\$1</p> | <p>Director of teaching and learning Principal and teachers</p>                       |

**R-PHS School Improvement Plan 2018-19**

Reeths-Puffer High School

|                                 |   |                       |        |               |            |            |     |  |
|---------------------------------|---|-----------------------|--------|---------------|------------|------------|-----|--|
| PD in understanding Need        | Staff and administrators will learn how living in poverty or crisis impacts potential for learning; how family, cultural and economic factors contribute to the problem (including generational poverty, homelessness, English as a second language); how these issues purvey as trauma; how to intentionally approach classroom learning to overcome or offset these issues; and how to intentionally redesign school to support families in overcoming these issues on a sustained basis. | Professional Learning | Tier 1 | Getting Ready | 07/01/2016 | 06/30/2019 | \$1 | Director of teaching & Learning, director of state/federal programs, principals, counselors, social workers, P2P coaches |
| Instructional Specialist        | Establish the position of Instructional Specialist to provide professional development and coaching support to teachers and administrators in the 5D model.   | Professional Learning | Tier 1 | Implement     | 06/08/2015 | 06/30/2017 | \$1 | Superintendent, Human Resources Director, Director of Teaching and Learning, Instructional Specialist                    |
| PD in Differentiated Engagement | Teachers will learn differentiated engagement strategies to ensure learners are ready to learn.   | Professional Learning | Tier 1 | Implement     | 06/18/2018 | 06/30/2021 | \$1 | Director of Teaching & Learning; Director of Special Education; Principals; Teachers; Supervisors                        |
| Alignment of Materials          | Content area teams will create or work through curriculum materials and instruction to focus on content literacy. Curriculum and instruction will include intentionally designed integration with other curricula. Grades 6-8 will work from the MI-STAR (NGSS aligned) curriculum.   | Getting Ready         |        |               | 06/10/2013 | 06/30/2021 | \$1 | Director of Teaching & Learning; Administrators; Curriculum leaders; Teachers  |
| PD in Strategy Grouping         | Teachers will learn data-driven methods for grouping students for strategic instruction in the classroom through data conversations and protocols.  | Professional Learning | Tier 1 | Implement     | 06/18/2018 | 06/30/2021 | \$1 | Director of Teaching & Learning; Director of Special Education; Principals; Teachers; Supervisors                        |



**R-PHS School Improvement Plan 2018-19**

Reeths-Puffer High School

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| PD in Reproductive Health                   | Designated teachers will learn Michigan's legislative requirements for a reproductive health curriculum; and the content of the district's curriculum.  | Professional Learning | Tier 1 | Implement     | 06/20/2018 | 06/30/2020 | \$1 | Health teachers, principals  |
| PD in Effective Instruction & Management    | Teachers will learn methods of highly effective classroom management, positive behavior supports and instructional strategies. Principals and 1-2 lead teachers per building will learn a common philosophy and approach for implementing PBIS. | Professional Learning | Tier 1 | Implement     | 06/18/2018 | 06/30/2021 | \$1 | Director of Teaching & Learning; Director of Special Education; Principals; Teachers; Supervisors      |
| PD in Science/Math Misconception Management | Teachers and administrators will learn how to elicit and address student misconceptions with focus on struggling learners, ELL students and students with disabilities.   | Professional Learning | Tier 1 | Implement     | 06/18/2018 | 06/30/2021 | \$1 | Director of Teaching & Learning; general and special education teachers                                |
| PD in 5 Dimensions                          | Instructional Specialist will be trained to deeply understand and implement the 5-D rubric. The Instructional Specialist will become an in-district trainer for instructional staff and administrators.   | Professional Learning | Tier 1 | Getting Ready | 06/08/2015 | 06/30/2017 | \$1 | Director of teaching and learning; Instructional Specialist  |
| PD in World Language Methods                | Spanish teachers will learn new methods and techniques for teaching languages.  | Professional Learning | Tier 1 | Getting Ready | 07/03/2017 | 06/26/2020 | \$1 | Director of Teaching & Learning; PD Coordinator; World Language administrator; World Language teachers |

**R-PHS School Improvement Plan 2018-19**

Reeths-Puffer High School

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| <p>PD in PBIS Implementation</p>   | <p>Teachers and administrators will be trained in Positive Behavioral Interventions &amp; Supports (PBIS). Key leaders will be more deeply trained to support schools and the district in a full transition to PBIS.</p>  | <p>Professional Learning</p> | <p>Tier 1</p> | <p>Implement</p> | <p>06/18/2018</p> | <p>06/30/2020</p> | <p>\$1</p> | <p>PBIS administrative lead, behavior coaches, district PBIS steering committee, building PBIS committees</p>                             |
| <p>PD in Understanding Need</p>  | <p>Staff and administrators will learn how living in poverty or crisis impacts potential for learning; how family, cultural and economic factors contribute to the problem (including generational poverty, homelessness, English as a second language); how these issues pervade as trauma; how to intentionally approach classroom learning to overcome or offset these issues; and how to intentionally redesign school to support families in overcoming these issues on a sustained basis.</p> | <p>Professional Learning</p> | <p>Tier 1</p> | <p>Implement</p> | <p>06/18/2018</p> | <p>06/30/2021</p> | <p>\$1</p> | <p>Director of Teaching/Learning, Director of State/Federal Programs/Grants, Principals, counselors &amp; social workers, P2P coaches</p> |
| <p>PD in Using Math Learning Trajectories for Instructional Planning</p> | <p>Teachers will learn how to plan and utilize effective strategies to move students along the learning continuum, applying knowledge and understanding of the math learning trajectories. PD model is modeling and coaching, provided by teacher experts who have been trained under Title IIA in Math Recovery. PD may also be provided by Illustrative Math consultants or through coaching and support from MAISD math consultants or math coach.</p>   | <p>Professional Learning</p> | <p>Tier 1</p> | <p>Implement</p> | <p>06/18/2018</p> | <p>06/30/2021</p> | <p>\$1</p> | <p>Director of Teaching &amp; Learning; Math Leadership Team; Math Teachers; Principals</p>   |

**R-PHS School Improvement Plan 2018-19**

Reeths-Puffer High School

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| PD in Strategy Grouping  | Through data conversations and protocols, teachers will learn data-driven methods for grouping students for strategic instruction in the classroom.   | Professional Learning | Tier 1 | Implement | 06/18/2018 | 06/30/2021 | \$1 | Director of Teaching & Learning; Director of Special Education; Principals; Teachers; Supervisors |
| PD in Differentiated Engagement  | Teachers will learn differentiated engagement strategies to ensure learners are ready to learn. This will be done by teaching students how to show they are ready to learn. (PBIS, Second Step curriculum, other)   | Professional Learning | Tier 1 | Implement | 06/18/2018 | 06/30/2021 | \$1 | Director of Teaching & Learning; Director of Special Education; Principals; Teachers; Supervisors |
| PD in High Level Math Concepts and Strategies                            | Teachers will learn how to teach students who struggle with high level math strategies and concepts such as problem solving, data analysis, linear equations, and solving complex equations, through the use of number talks in their weekly lessons.                                     | Professional Learning | Tier 1 | Implement | 06/18/2018 | 06/30/2021 | \$1 | Director of Teaching & Learning, Principals, math teachers  |
| PD in Teaching Argumentative Writing                                     | Teachers will learn and implement effective strategies for teaching narrative, informative/explanatory and argumentative writing. Teachers will apply and integrate these strategies into the district's core writing instruction through the implementation of our curriculum materials. | Professional Learning | Tier 1 | Implement | 06/18/2018 | 06/30/2021 | \$1 | Director of Teaching & Learning, Principals, Teachers   |
| PD in Understanding the Effects of Sensory Issues for Classroom Learning | Teachers will learn characteristics of sensory integration concerns, impacts on learning, and implications for instruction and use this knowledge to support students' needs so that learning can occur.  | Professional Learning | Tier 1 | Implement | 06/18/2018 | 06/30/2021 | \$1 | Director of Teaching & Learning, Principals, Special Ed staff, Teachers                           |

**R-PHS School Improvement Plan 2018-19**

Reeths-Puffer High School

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| PD in Project-Based Learning                    | Instructional teams will learn how to deliver cross-content learning centered around a common problem. Teachers will participate in summer learning in PBL and then will design course content that will focus on project based learning. The course will increase student engagement through active student voice, relevance to real world problems, enhanced technology application, increased cross content rigor, and will end with a public exhibit of their learning. Additional grade levels to be added in the upcoming year. | Direct Instruction, Professional Learning | Tier 1 | Implement     | 06/18/2018 | 06/30/2021 | \$1 | Director of Teaching & Learning, HS principal, teachers  |
| PD in Illustrative Math                         | Math Teachers who teach Alg. I, Alg, II, and Geometry will engage in learning how to implement Illustrative Math through virtual training with on-demand email support with IM writers and professional support staff.  | Professional Learning                     | Tier 1 | Implement     | 06/18/2018 | 06/30/2021 | \$1 | Director of Teaching & Learning, teachers  |
| PD in Systems of Care & Trauma-Informed Schools | Administrators, instructional and itinerant staff and support staff will learn, understand and apply the critical attributes of traumainformed schools.   | Professional Learning                     | Tier 1 | Implement     | 06/18/2018 | 06/30/2021 | \$1 | Administrators, instructional and itinerant staff and support staff, Director of Teaching & Learning |
| Administrator Coaching                          | Administrators and leaders will learn from experts such as Nancy Colflesh, PD in Cognitive Coaching or Adaptive Schools in how to effectively coach teachers through feedback loops to improve teaching performance.  | Professional Learning                     | Tier 1 | Getting Ready | 06/08/2015 | 06/30/2017 | \$1 | Superintendent, Director of Human Resources, Administrators, Instructional Specialist                |
| PD in teaching argumentative writing            | Teachers will learn and implement effective strategies for teaching informative/explanatory and argumentative writing. Teachers will apply and integrate these strategies into the district's core writing instruction through the implementation of our curriculum materials.  | Professional Learning                     | Tier 1 | Implement     | 07/03/2017 | 06/26/2020 | \$1 | Director of Teaching and Learning Principal and teachers   |

**R-PHS School Improvement Plan 2018-19**

Reeths-Puffer High School

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| PD in Behavior Data Collection   | Teachers and administrators will be training to use PowerSchool for behavior data collection and to use SWIS behavior reports.  | Professional Learning | Tier 1 | Implement | 06/18/2018 | 06/30/2020 | \$1 | PBIS administrative lead, behavior coaches, district PBIS steering committee, principals, teachers  |
| PD in Systems of Care & Trauma-Informed Schools                                | Administrators, instructional and itinerant staff and support staff will learn, understand and apply the critical attributes of traumainformed schools.   | Professional Learning | Tier 1 | Implement | 06/18/2018 | 06/30/2021 | \$1 | Administrators, instructional and itinerant staff and support staff, Director of Teaching & Learning                                      |
| PD in Integrating Effective Instructional Strategies into Content Area Reading | All teachers will learn strategies for teaching students how to read content area text, excerpts from founding documents, text from ongoing Great Global Conversations about freedom, justice, and human dignity in order to respond (verbally or in writing) to a given prompt. PD will include the Michigan Open Book Project for online textbooks. | Professional Learning | Tier 1 | Implement | 06/18/2018 | 06/30/2021 | \$1 | Director of Teaching & Learning; Administrators; Curriculum leaders; Teachers   |
| Evaluate web-based communications  | Use the teacher evaluation process to evaluate implementation of webbased and other electronic communications.  | Evaluation            |        |           | 06/10/2013 | 06/06/2014 | \$1 | Superintendent; Director of Teaching & Learning; Director of Administrative Services; RPEA Leadership; Administrators; Professional staff |

**R-PHS School Improvement Plan 2018-19**

Reeths-Puffer High School

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| <p>PD in Web-Based Communications</p>     | <p>Administrators and teachers will learn to use the web-based app and other electronic communications as a part of the 5-D+ observation, feedback and evaluation processes.</p>  | <p>Professional Learning</p> | <p>Tier 1</p> | <p>Implement</p> | <p>06/09/2014</p> | <p>06/30/2017</p> | <p>\$1</p> | <p>Superintendent, Director of Teaching and Learning, Director of Administrative Services, Principals, Teachers, Technology staff</p> |
| <p>PD in Differentiated Engagement</p>    | <p>Teachers will learn differentiated engagement strategies to ensure learners are ready to learn.</p>  | <p>Professional Learning</p> | <p>Tier 1</p> | <p>Implement</p> | <p>06/18/2018</p> | <p>06/30/2021</p> | <p>\$1</p> | <p>Director of Teaching &amp; Learning; Director of Special Education; Principals; Teachers; Supervisors</p>                          |
| <p>PD in Assessing the Math Standards</p> | <p>Staff will learn how to develop grade level unit and benchmark assessments and as pre, post, and formative assessments to monitor learning. Staff will learn how to use assessment data for instructional decision making. These assessments will be used to monitor and enhance a student's understanding of concepts and skills, and determine the student's ability to apply mathematical modeling specific to the Michigan Math Standards.</p> | <p>Professional Learning</p> | <p>Tier 1</p> | <p>Implement</p> | <p>06/18/2018</p> | <p>06/30/2021</p> | <p>\$1</p> | <p>Director of Teaching &amp; Learning, Principals, Teachers</p>  |

**R-PHS School Improvement Plan 2018-19**

Reeths-Puffer High School

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| <p>PD in Deep Understanding of Mathematical Practices and the Michigan Math Standards</p> | <p>Teachers will deepen their understanding of the Michigan Standards for Mathematics. Teachers will learn new pedagogy and math talk moves that will ensure that the mathematical practices are at the center of instruction. Teacher will learn and enhance the effectiveness of the instructional and assessment strategies used as a part of our new curriculum resources and materials.</p> | <p>Professional Learning</p> | <p>Tier 1</p> | <p>Implement</p> | <p>06/18/2018</p> | <p>06/30/2021</p> | <p>\$1</p> | <p>Director of Teaching and Learning and Reeths-Puffer Professional Development Coordinator, Principals and Professional Teaching Staff</p> |
| <p>PD in College, Career &amp; Civics Framework</p>                                       | <p>Social studies teachers will learn the content of the College, Career &amp; Civics Framework; and learn how to construct curriculum to deliver the College, Career &amp; Civics Framework; and learn effective instructional strategies to ensure all students achieve the College, Career &amp; Civics Framework. To include professional learning in Word Gen.</p>                          | <p>Professional Learning</p> | <p>Tier 1</p> | <p>Implement</p> | <p>06/10/2013</p> | <p>06/30/2021</p> | <p>\$1</p> | <p>Director of Teaching &amp; Learning; Administrators; Curriculum leaders; Teachers</p>  |
| <p>PD in Systems of Care &amp; Trauma-Informed Schools</p>                                | <p>Administrators, instructional and itinerant staff and support staff will learn, understand and apply the critical attributes of effective trauma informed schools.</p>  | <p>Professional Learning</p> | <p>Tier 1</p> | <p>Implement</p> | <p>06/18/2018</p> | <p>06/30/2021</p> | <p>\$1</p> | <p>Administrators, instructional and itinerant staff and support staff, Director of Teaching &amp; Learning</p>                             |

**R-PHS School Improvement Plan 2018-19**

Reeths-Puffer High School

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| Leadership Team Professional Learning | <p>Cross-grade content area leadership teams will participate in ongoing professional learning around Brain Frames and EmPOWER writing strategies to extend and enhance the expectations of higher rigor of the Michigan ELA Standards. The leaders of these teams will be empowered and responsible for making curriculum and assessment adjustments as well as disseminating information and new learning to their grade level building colleagues. Teams will also use summer institute to continue to grow and enhance instructional techniques and adjust curriculum, instruction and assessment based on their new learning. High school ELA leaders will re-evaluate grading practices and begin to make a shift towards more authentic assessment and grading. High school teachers will write a 9-12 comprehensive ELA curriculum, using the assessments as the endpoints. (Understanding by Design framework)</p> | Professional Learning | Tier 1 | Implement | 06/09/2014 | 06/30/2021 | \$1 | Director of Teaching & Learning, leadership team members. |
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**R-PHS School Improvement Plan 2018-19**

Reeths-Puffer High School

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| <p>Leadership Team Professional Learning</p> | <p>Cross-grade content area leadership teams will participate in ongoing professional learning around Brain Frames and EmPOWER writing strategies to extend and enhance the expectations of higher rigor of the Michigan ELA Standards. The leaders of these teams will be empowered and responsible for making curriculum and assessment adjustments as well as disseminating information and new learning to their grade level building colleagues. Teams will also use summer institute to continue to grow and enhance instructional techniques and adjust curriculum, instruction and assessment based on their new learning. High school ELA leaders will re-evaluate grading practices and begin to make a shift towards more authentic assessment and grading. High school teachers will write a 9-12 comprehensive ELA curriculum, using the assessments as the endpoints. (Understanding by Design framework)</p> | <p>Professional Learning</p> | <p>Tier 1</p> | <p>Implement</p>     | <p>06/18/2018</p> | <p>06/30/2021</p> | <p>\$1</p> | <p>Director of Teaching &amp; Learning, Leadership Team members.</p>  |
| <p>PD in Understanding Need</p>              | <p>Staff and administrators will learn how living in poverty or crisis impacts potential for learning; how family, cultural and economic factors contribute to the problem (including generational poverty, homelessness, English as a second language); how these issues pervade as trauma; how to intentionally approach classroom learning to overcome or offset these issues; and how to intentionally redesign school to support families in overcoming these issues on a sustained basis.</p>   | <p>Professional Learning</p> | <p>Tier 1</p> | <p>Getting Ready</p> | <p>06/18/2018</p> | <p>06/30/2021</p> | <p>\$1</p> | <p>Director of Teaching/Learning, Director of State/Federal Programs/Grants, Principals, counselors &amp; social workers, P2P coaches</p> |

**R-PHS School Improvement Plan 2018-19**

Reeths-Puffer High School

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| PD in Technology                         | Staff will learn how to use technology tools, apps and other strategies to effectively utilize their blogs, Facebook, twitter, and other methods of electronic communication tools in order to communicate current happenings and support classroom instruction to parents and the community. | Professional Learning | Tier 1 | Implement | 06/10/2013 | 06/30/2020 | \$1 | Director of Teaching & Learning; Principals; Professional Staff; Technology leader/trainers; Director of Administrative Services   |
| PD in Classroom Behavior Management      | Reeths-Puffer staff will learn appropriate implementation of schoolwide behavior under the PBIS model and will learn highly effective strategies for classroom behavior management, including CHAMPS.   | Professional Learning | Tier 1 | Implement | 06/18/2018 | 06/30/2020 | \$1 | PBIS lead administrator, Director of Teaching & Learning, PBIS district steering committee, building PBIS committees, PBIS behavior coaches, principals and assistant principals, teachers |
| PD in Effective Instruction & Management | Teachers will learn methods of highly effective classroom management, positive behavior supports and instructional strategies. Principals and 1-2 lead teachers per building will learn a common philosophy and approach for implementing PBIS.   | Professional Learning | Tier 1 | Implement | 06/18/2018 | 06/30/2021 | \$1 | Director of Teaching & Learning; Director of Special Education; Principals; Teachers; Supervisors  |

**R-PHS School Improvement Plan 2018-19**

Reeths-Puffer High School

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| PD in Strategy Grouping                  | Through data conversations and protocols, conversations with interventionists, 10-minute PD sessions, and professional learning sessions, teachers will learn data-driven methods for grouping students for strategic instruction in the classroom. | Professional Learning | Tier 1 | Implement     | 06/18/2018 | 06/30/2021 | \$1 | Director of Teaching & Learning; Director of Special Education; Principals; Teachers; Supervisors               |
| Leadership Team Professional Learning    | Content area leadership teams will participate in PLCs on meeting the new rigor and expectations of the World Language Standards and they will disseminate information to peers.  | Professional Learning | Tier 1 | Implement     | 06/09/2014 | 06/30/2017 | \$1 | Director of Teaching & Learning, leadership team members  |
| PD in Effective Instruction & Management | Teachers will learn methods of highly effective classroom management, positive behavior supports and instructional strategies. Principals and 1-2 lead teachers per building will learn a common philosophy and approach for implementing PBIS.     | Professional Learning | Tier 1 | Implement     | 06/18/2018 | 06/30/2021 | \$1 | Director of Teaching & Learning; Director of Special Education; Principals; Teachers; Supervisors               |
| PD in Technology Enhanced Learning       | Staff will learn how to enhance or accelerate learning through student use of technology. They may engage in ongoing workshops, peer learning opportunities, and coaching sessions  | Professional Learning | Tier 1 | Getting Ready | 09/08/2014 | 06/30/2020 | \$1 | Director of Teaching & Learning; Director of Administrative Services; Technology trainers; teachers, principals |
| PD in Differentiated Engagement          | Teachers will learn differentiated engagement strategies to ensure learners are ready to learn.   | Professional Learning | Tier 1 | Implement     | 06/18/2018 | 06/30/2021 | \$1 | Director of Teaching & Learning; Director of Special Education; Principals; Teachers; Supervisors               |

**R-PHS School Improvement Plan 2018-19**

Reeths-Puffer High School

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| <p>PD in Effective Schoolwide Behavior Plans (PBIS)</p> | <p>Staff will learn how to create a positive schoolwide culture and behavior plan, to be implemented within a multi-tiered system of supports. Administrative support will be established with teacher leaders from all schools on the district steering committee; 80% of schools will be represented by an administrator at all district steering committee meetings; central administration will be represented at all district steering committee meetings; and at least one administrator will attend all building PBIS committee meetings. These expectations will be communicated and reinforced by the project lead. Meeting reminders will be provided. The district PBIS steering committee and building PBIS committees will meet on a regularly scheduled basis. The district steering committee will lead the development of effective operating procedures to support PBIS implementation: systemwide agenda and notes protocol expected to be used by all PBIS committees; agendas and notes will be distributed and stored in shared locations; communication and note-sharing to flow between district steering committee, building PBIS committees and the PBIS cabinet (administrative leaders); schedule of district and building meetings to be set and communicated. Outcomes from district PBIS steering committee meetings will inform topics for district "early release" professional learning.</p> | <p>Professional Learning</p> | <p>Tier 1</p> | <p>Implement</p> | <p>06/10/2013</p> | <p>06/30/2020</p> | <p>\$1</p> | <p>Director of Teaching &amp; Learning; Director of Administrative Services; Chairperson of Safe Schools Committee; Administrators; Professional Staff; Office staff; Student Monitors</p> |
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**R-PHS School Improvement Plan 2018-19**

Reeths-Puffer High School

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| PD in Multi-Tiered Systems of Support | Teachers will learn more about multi-tiered systems of support. Through time together teachers will learn how to use a variety of student assessment data. FastBridge screening/diagnostic/progress monitoring tools, classroom assessments, and the knowledge of the "10 Essential Instructional Practices in Early Literacy" to make instructional decisions. | Professional Learning | Tier 1 | Getting Ready | 09/08/2014 | 06/30/2021 | \$1 | Director of Teaching & Learning; Chairperson of Safe Schools Committee; Administrators; Special Ed supervisors; general and special education teachers; the "Big 5" (Phonemic Awareness, Alphabetic Principle, Fluency with Text, Vocabulary & Comprehension) |
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**General Fund**

| Activity Name  | Activity Description  | Activity Type      | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Staff Responsible                                     |
|--|---|--------------------|--------|-----------|------------|------------|-------------------|---|
| Analyzing Text to Gather Evidence and Respond to Real World Contexts | Teachers will help students utilize close reading strategies that includes careful analysis of text and command of evidence to produce clear written responses to given topic or prompt. Students will utilize an array of text and respond to real world contexts. | Direct Instruction | Tier 1 | Implement | 06/18/2018 | 06/30/2021 | \$1               | Director of Teaching & Learning; Principals, teachers |

**R-PHS School Improvement Plan 2018-19**

Reeths-Puffer High School

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| Strategy Groups                            | Teachers will implement strategy groups based on data for classroom instruction.  | Direct Instruction                           | Tier 1 | Getting Ready | 06/18/2018 | 06/30/2021 | \$1 | Director of Teaching & Learning; Director of Special Education; Principals; Teachers; Supervisors   |
| Aligned Behavior Plans                     | Under the leadership of the district PBIS steering committee a common, district-wide behavior matrix will be developed and implemented. The matrix will communicate commonly expected behaviors in all areas of our schools.  | Getting Ready                                | Tier 1 | Getting Ready | 06/10/2013 | 06/30/2020 | \$1 | Director of Teaching & Learning, Director of Administrative Services; Chairperson of Safe Schools Committee; Administrators; professional staff |
| Data-Driven Strategic Groups               | Implement data-driven instruction with strategic groups, using data from the implementation of schoolwide learning targets and common assessments.  | Implementation                               | Tier 2 | Implement     | 06/18/2018 | 06/30/2021 | \$1 | Director of Teaching & Learning; Principals; Teachers   |
| Supplemental Reading Opportunity Secondary | As a supplemental learning opportunity, students will be grouped for instruction based on targeted need, daily for at least 50 minutes. Programs include ACRI (Text Analysis), STARI and Intervention Classroom (special ed). | Academic Support Program, Direct Instruction | Tier 2 | Implement     | 06/18/2018 | 06/30/2021 | \$1 | Principal, general teachers, intervention teachers, special education teachers, special education supervisors                                   |

**R-PHS School Improvement Plan 2018-19**

Reeths-Puffer High School

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| <p>Open Up Math Curriculum</p> | <p>We are implementing a new middle school math curriculum called Open Up Resources. It is developed by Bill McCullum and the Illustrative Math group. Teachers will learn the program and prepare curriculum, lessons and materials for implementation. The curriculum is being implemented at grades 6-8 now. Teachers in grades 6-12 will learn the math program, 6-8 at a deeper level, and 9-12 as they prepare curriculum, lessons and materials for implementation. Learning support provided by Illustrative Math consultant.</p> | <p>Materials, Curriculum Development</p> | <p>Tier 1</p> | <p>Implement</p> | <p>06/18/2018</p> | <p>06/30/2021</p> | <p>\$1</p> | <p>Director of Teaching &amp; Learning, MS Principal, Secondary Math teachers</p> |
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**R-PHS School Improvement Plan 2018-19**

Reeths-Puffer High School

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| <p>Instructional Technology Upgrades</p> | <p>2018-2019: Purchase 4 collaboration stations for student use at Reeths-Puffer High School. Replace 1 Reeths-Puffer Intermediate computer lab with Windows 10 workstations. Lab will consist of 31 workstations. Purchase 50 Epson PowerLite 675W projectors for Reeths-Puffer Middle School. Purchase 45 Epson PowerLite 675W projectors for Reeths-Puffer Elementary. Install Aruba 7000 series wireless network controller and 500 access points to cover all classrooms and common areas throughout the district.</p> <p>2019-2020: Purchase 40 Epson PowerLite 675W projectors for Reeths-Puffer Intermediate. Purchase 150 Epson PowerLite W29 projectors for Reeths-Puffer High School, Reeths-Puffer Middle School, Reeths-Puffer Intermediate and Reeths-Puffer Elementary. Replace 4 Reeths-Puffer High School computer labs with Windows 10 workstations. Each lab will consist of 31 workstations. Replace 1 Reeths-Puffer Middle School computer lab with Windows 10 workstations. Lab will consist of 31 workstations. Purchase 700 additional chromebooks for student use.</p> | <p>Technology</p>         | <p>Tier 1</p> | <p>Implement</p> | <p>06/18/2018</p> | <p>06/30/2021</p> | <p>\$1</p> | <p>Director of Human Resources, Director of Technology &amp; staff, School Administrators, teachers and instructional staff</p> |
| <p>Schoolwide Behavior Curriculum</p>    | <p>Reeths-Puffer students will participate in a schoolwide behavior curriculum.</p>   | <p>Direct Instruction</p> |               |                  | <p>06/10/2013</p> | <p>06/06/2014</p> | <p>\$1</p> | <p>Chairperson of Safe Schools committee; Principals; Counselors; Teachers and staff; Students</p>                              |



**R-PHS School Improvement Plan 2018-19**

Reeths-Puffer High School

|                                   |   |            |        |           |            |            |     |  |
|-----------------------------------|---|------------|--------|-----------|------------|------------|-----|--|
| Instructional Technology Upgrades | <p>2018-2019: Purchase 4 collaboration stations for student use at Reeths-Puffer High School. Replace 1 Reeths-Puffer Intermediate computer lab with Windows 10 workstations. Lab will consist of 31 workstations. Purchase 50 Epson PowerLite 675W projectors for Reeths-Puffer Middle School. Purchase 45 Epson PowerLite 675W projectors for Reeths-Puffer Elementary. Install Aruba 7000 series wireless network controller and 500 access points to cover all classrooms and common areas throughout the district.</p> <p>2019-2020: Purchase 40 Epson PowerLite 675W projectors for Reeths-Puffer Intermediate. Purchase 150 Epson PowerLite W29 projectors for Reeths-Puffer High School, Reeths-Puffer Middle School, Reeths-Puffer Intermediate and Reeths-Puffer Elementary. Replace 4 Reeths-Puffer High School computer labs with Windows 10 workstations. Each lab will consist of 31 workstations. Replace 1 Reeths-Puffer Middle School computer lab with Windows 10 workstations. Lab will consist of 31 workstations. Purchase 700 additional chromebooks for student use.</p> | Technology | Tier 1 | Implement | 06/18/2018 | 06/30/2020 | \$1 | Director of Human Resources, Director of Technology & staff, School Administrators, teachers and instructional staff |
|-----------------------------------|---|------------|--------|-----------|------------|------------|-----|--|

**R-PHS School Improvement Plan 2018-19**

Reeths-Puffer High School

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|--|---|---|--------|---------------|------------|------------|-----|---|
| PD in Project-Based Learning   | Instructional teams will learn how to deliver cross-content learning centered around a common problem. Teachers will participate in summer learning in PBL and then will design course content that will focus on project based learning. The course will increase student engagement through active student voice, relevance to real world problems, enhanced technology application, increased cross content rigor, and will end with a public exhibit of their learning. Additional grade levels to be added in the upcoming year. | Direct Instruction, Professional Learning       | Tier 1 | Implement     | 06/18/2018 | 06/30/2021 | \$1 | Director of Teaching & Learning, teachers, principals                       |
| Document Based Questions   | Secondary ELA and social studies teachers will use literacy strategies with Document Based Questions designed to engage students in deeper understanding of social studies concepts and principles.   | Implementation                                  | Tier 1 | Getting Ready | 06/10/2013 | 06/30/2021 | \$1 | Director of Teaching & Learning, Social Studies teachers, ELA teachers      |
| Analyzing Text to Gather Evidence and Respond to Real World Contexts | Teachers will help students utilize close reading strategies that includes careful analysis of text and command of evidence to produce clear written responses to given topic or prompt. Students will utilize an array of text and respond to real world contexts.   | Direct Instruction                              | Tier 1 | Implement     | 06/18/2018 | 06/30/2021 | \$1 | Director of Teaching & Learning, Principals, Teachers                       |
| Strategy Groups  | Teachers will learn the attributes and characteristics of effective classroom intervention models. Students will be grouped for instruction based on data and targeted need.  | Academic Support Program, Professional Learning | Tier 2 | Implement     | 06/18/2018 | 06/30/2021 | \$1 | Director of Teaching & Learning, Principals, special ed and gen ed teachers |

**R-PHS School Improvement Plan 2018-19**

Reeths-Puffer High School

|                                   |   |                            |        |           |            |            |     |  |
|-----------------------------------|---|----------------------------|--------|-----------|------------|------------|-----|--|
| School Counselors - MS/HS         | School counselors and social workers will provide individual and small group support in socio-emotional areas of need. Priority will be given to students whose needs stem from poverty-related influences, including changing family structures, transiency, lack of access to adequate child care or medical care, increasing substance abuse, child abuse, limited English language proficiency, and homelessness.   | Behavioral Support Program | Tier 2 | Implement | 06/18/2018 | 06/30/2021 | \$1 | Director of HR, Principals and Assistants, Teachers, Counselors and Social Workers                                   |
| Instructional Technology Upgrades | <p>2018-2019: Purchase 4 collaboration stations for student use at Reeths-Puffer High School. Replace 1 Reeths-Puffer Intermediate computer lab with Windows 10 workstations. Lab will consist of 31 workstations. Purchase 50 Epson PowerLite 675W projectors for Reeths-Puffer Middle School. Purchase 45 Epson PowerLite 675W projectors for Reeths-Puffer Elementary. Install Aruba 7000 series wireless network controller and 500 access points to cover all classrooms and common areas throughout the district.</p> <p>2019-2020: Purchase 40 Epson PowerLite 675W projectors for Reeths-Puffer Intermediate. Purchase 150 Epson PowerLite W29 projectors for Reeths-Puffer High School, Reeths-Puffer Middle School, Reeths-Puffer Intermediate and Reeths-Puffer Elementary. Replace 4 Reeths-Puffer High School computer labs with Windows 10 workstations. Each lab will consist of 31 workstations. Replace 1 Reeths-Puffer Middle School computer lab with Windows 10 workstations. Lab will consist of 31 workstations. Purchase 700 additional chromebooks for student use.</p> | Technology                 | Tier 1 | Implement | 06/18/2018 | 06/30/2020 | \$1 | Director of Human Resources, Director of Technology & staff, School Administrators, teachers and instructional staff |

**R-PHS School Improvement Plan 2018-19**

Reeths-Puffer High School

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|-------------------------|---|-------------------------------|--------|---------------|------------|------------|-----|---|
| Content area Technology | Content area teams will develop open ended real-world projects/problems where students will utilize various tech tools, programs, and apps to research and present information to others in a variety of ways.            | Technology                    | Tier 1 | Implement     | 06/18/2018 | 06/30/2021 | \$1 | Director of Teaching & Learning; Teachers; Principals   |
| Strategy Groups         | Teachers will use data to implement strategy groups for classroom instruction.  | Implementation                | Tier 1 | Implement     | 06/18/2018 | 06/30/2021 | \$1 | Director of Teaching & Learning; Director of Special Education; Principals; Teachers; Supervisors |
| Team Teaching - Math    | Special education students will receive math instruction in a team-taught class, with a content areas teacher and a special education teacher. Teachers will learn characteristics of effective team-teaching situations. | Academic Support Program      |        | Implement     | 06/18/2018 | 06/30/2021 | \$1 | Principal, Special Education Supervisor, general ed teacher, special ed teacher                   |
| Content area Technology | Content area teams will develop open ended real-world projects where students will utilize various tech tools, programs, and apps to research and present information to others in a variety of ways.                     | Technology                    | Tier 1 | Implement     | 06/18/2018 | 06/30/2021 | \$1 | Director of Teaching & Learning; Teachers; Principals   |
| Alignment of Materials  | Content area teams will create or work through new curriculum materials and instruction to focus on content literacy. Curriculum and instruction will include intentionally designed integration with other curricula.    | Getting Ready                 | Tier 1 | Getting Ready | 06/10/2013 | 06/30/2021 | \$1 | Director of Teaching & Learning; Administrators; Curriculum leaders; Teachers                     |
| Essentials Class        | Instructional staff will design and implement an Essentials ELA Class. Design will focus on ELA essentials delivered in realworld contexts.   | Getting Ready, Implementation | Tier 2 | Implement     | 06/18/2018 | 06/30/2021 | \$1 | Director of Teaching & Learning, Principal, ELA teachers  |

**R-PHS School Improvement Plan 2018-19**

Reeths-Puffer High School

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|---|--|--|---------------|------------------|-------------------|-------------------|------------|---|
| <p>Instructional Technology Upgrades</p>  | <p>2018-2019: Purchase 4 collaboration stations for student use at Reeths-Puffer High School. Replace 1 Reeths-Puffer Intermediate computer lab with Windows 10 workstations. Lab will consist of 31 workstations. Purchase 50 Epson PowerLite 675W projectors for Reeths-Puffer Middle School. Purchase 45 Epson PowerLite 675W projectors for Reeths-Puffer Elementary. Install Aruba 7000 series wireless network controller and 500 access points to cover all classrooms and common areas throughout the district.<br/>2019-2020: Purchase 40 Epson PowerLite 675W projectors for Reeths-Puffer Intermediate. Purchase 150 Epson PowerLite W29 projectors for Reeths-Puffer High School, Reeths-Puffer Middle School, Reeths-Puffer Intermediate and Reeths-Puffer Elementary. Replace 4 Reeths-Puffer High School computer labs with Windows 10 workstations. Each lab will consist of 31 workstations. Replace 1 Reeths-Puffer Middle School computer lab with Windows 10 workstations. Lab will consist of 31 workstations. Purchase 700 additional chromebooks for student use.</p> | <p>Technology</p>                                      | <p>Tier 1</p> | <p>Implement</p> | <p>07/03/2017</p> | <p>06/26/2020</p> | <p>\$1</p> | <p>Director of Human Resources<br/>Director of Technology<br/>School Administrators and Instructional Staff</p> |
| <p>PD in Integrating Effective Instructional Strategies into Content Area Reading</p> | <p>All teachers will learn strategies for teaching students how to read content area text, excerpts from founding documents, text from ongoing Great Global Conversations about freedom, justice, and human dignity in order to respond (verbally or in writing) to a given prompt.</p>  | <p>Academic Support Program, Professional Learning</p> | <p>Tier 1</p> | <p>Implement</p> | <p>07/03/2017</p> | <p>06/26/2020</p> | <p>\$1</p> | <p>Director of teaching and Learning<br/>Principal and teachers</p>   |

**R-PHS School Improvement Plan 2018-19**

Reeths-Puffer High School

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|--|--|--------------------|--------|-----------|------------|------------|-----|---|
| Security Personnel and Equipment                                     | Upgrades to security system ( LED lighting, Smart Boot devices, new or improved door access control system); staffing (security officer and school safety liaison). Install Aruba 7000 series wireless network controller and wireless access points in each district classroom. | Technology         | Tier 1 | Implement | 07/03/2017 | 06/26/2020 | \$1 | Director of Human Resources<br>Director of Technology<br>School Administrators<br>Security Personnel                    |
| Analyzing Text to Gather Evidence and Respond to Real World Contexts | Teachers will help students utilize close reading strategies that includes careful analysis of text and command of evidence to produce clear written responses to given topic or prompt. Students will utilize an array of text and respond to real world contexts.              | Direct Instruction | Tier 1 | Implement | 06/18/2018 | 06/30/2021 | \$1 | Director of Teaching & Learning,<br>Principals,<br>Teachers   |
| Schoolwide Behavior Curriculum                                       | Reeths-Puffer students will learn appropriate school behavior through implementation of a schoolwide curriculum.   | Direct Instruction | Tier 1 | Implement | 06/10/2013 | 06/30/2020 | \$1 | Chairperson of Safe Schools committee;<br>Principals;<br>Counselor & Social Workers;<br>Teachers and staff;<br>Students |
| Content area Technology  | Content area teams will develop open ended real-world projects/problems where students will utilize various tech tools, programs, and apps to research and present information to others in a variety of ways.   | Technology         | Tier 1 | Implement | 06/18/2018 | 06/30/2021 | \$1 | Director of Teaching & Learning;<br>Teachers;<br>Principals   |

**R-PHS School Improvement Plan 2018-19**

Reeths-Puffer High School

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|--|---|----------------------|---------------|------------------|-------------------|-------------------|------------|---|
| <p>Instructional Technology Upgrades</p> | <p>2018-2019: Purchase 4 collaboration stations for student use at Reeths-Puffer High School. Replace 1 Reeths-Puffer Intermediate computer lab with Windows 10 workstations. Lab will consist of 31 workstations. Purchase 50 Epson PowerLite 675W projectors for Reeths-Puffer Middle School. Purchase 45 Epson PowerLite 675W projectors for Reeths-Puffer Elementary. Install Aruba 7000 series wireless network controller and 500 access points to cover all classrooms and common areas throughout the district.</p> <p>2019-2020: Purchase 40 Epson PowerLite 675W projectors for Reeths-Puffer Intermediate. Purchase 150 Epson PowerLite W29 projectors for Reeths-Puffer High School, Reeths-Puffer Middle School, Reeths-Puffer Intermediate and Reeths-Puffer Elementary. Replace 4 Reeths-Puffer High School computer labs with Windows 10 workstations. Each lab will consist of 31 workstations. Replace 1 Reeths-Puffer Middle School computer lab with Windows 10 workstations. Lab will consist of 31 workstations. Purchase 700 additional chromebooks for student use.</p> | <p>Technology</p>    | <p>Tier 1</p> | <p>Implement</p> | <p>06/18/2018</p> | <p>06/30/2021</p> | <p>\$1</p> | <p>Director of Human Resources, Director of Technology &amp; staff, School Administrators, teachers and instructional staff</p> |
| <p>Alignment of Materials</p>            | <p>Content area teams will create or work through curriculum materials and instruction to focus on content literacy. Curriculum and instruction will include intentionally designed integration with other curricula. Grades 6-8 will work from the MI-STAR (NGSS aligned) curriculum.</p>  | <p>Getting Ready</p> |               |                  | <p>06/10/2013</p> | <p>06/30/2021</p> | <p>\$1</p> | <p>Director of Teaching &amp; Learning; Administrators; Curriculum leaders; Teachers</p>  |

**R-PHS School Improvement Plan 2018-19**

Reeths-Puffer High School

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|---|---|----------------------------|--------|-----------|------------|------------|-----|---|
| School Counselors - HS                        | School counselors and social workers will provide individual and small group support in socio-emotional areas of need. Priority will be given to students whose needs stem from poverty-related influences, including changing family structures, transiency, lack of access to adequate child care or medical care, increasing substance abuse, child abuse, limited English language proficiency, and homelessness. | Behavioral Support Program | Tier 1 | Implement | 06/18/2018 | 06/30/2020 | \$1 | Director of HR, Principals and Assistants, Teachers, Counselors and Social Workers    |
| School Counselors Middle School & High School | School counselors and social workers will provide individual and small group support in socio-emotional areas of need. Priority will be given to students whose needs stem from poverty-related influences, including changing family structures, transiency, lack of access to adequate child care or medical care, increasing substance abuse, limited English language proficiency, and homelessness.              | Behavioral Support Program | Tier 2 | Implement | 07/01/2016 | 06/30/2019 | \$1 | Director of Human Services, Principals and Assistants, counselors and social workers. |
| School Counselors - HS                        | School counselors and social workers will provide individual and small group support in socio-emotional areas of need. Priority will be given to students whose needs stem from poverty-related influences, including changing family structures, transiency, lack of access to adequate child care or medical care, increasing substance abuse, child abuse, limited English language proficiency, and homelessness. | Behavioral Support Program | Tier 2 | Implement | 06/18/2018 | 06/30/2021 | \$1 | Director of HR, Principals and Assistants, Teachers, Counselors and Social Workers    |
| Parent Education and Involvement              | Parent workshops will be provided to inform parents of concerns about mean and aggressive behavior. Parents will be engaged in the process of planning a district-wide behavior model. Parents will be represented on the Behavior Task Force.  | Parent Involvement         |        |           | 06/10/2013 | 06/06/2014 | \$1 | Chairperson of Safe Schools Committee; principals; parents                            |



**R-PHS School Improvement Plan 2018-19**

Reeths-Puffer High School

|                                    |   |                            |        |           |            |            |     |   |
|------------------------------------|---|----------------------------|--------|-----------|------------|------------|-----|---|
| Behavior Task Force                | Establish a task force to tackle mean and aggressive behavior. The task force will be central to establishing districtwide expectations and procedures for positive behavior intervention.  | Getting Ready              |        |           | 06/10/2013 | 06/06/2014 | \$1 | Chairperson of Safe Schools Committee, Task Force members, principals, teachers, parents                                      |
| Implement web-based communications | All staff will utilize multiple means of electronic communication with parents and families. Obtain parent input about the best modes of communication to reach them.   | Implementation             |        |           | 06/10/2013 | 06/06/2014 | \$1 | Superintendent; Director of Teaching & Learning; Director of Administrative Services; Administrators; Teachers; Support staff |
| School Counselors - MS/HS          | School counselors and social workers will provide individual and small group support in socio-emotional areas of need. Priority will be given to students whose needs stem from poverty-related influences, including changing family structures, transiency, lack of access to adequate child care or medical care, increasing substance abuse, child abuse, limited English language proficiency, and homelessness. | Behavioral Support Program | Tier 2 | Implement | 06/18/2018 | 06/30/2021 | \$1 | Director of HR, Principals and Assistants, Teachers, Counselors and Social Workers  |
| Strategy Groups                    | Teachers will implement strategy groups for classroom instruction.  | Implementation             | Tier 1 | Implement | 06/18/2018 | 06/30/2021 | \$1 | Director of Teaching & Learning; Director of Special Education; Principals; Teachers; Supervisors                             |

**R-PHS School Improvement Plan 2018-19**

Reeths-Puffer High School

|                         |   |                          |        |           |            |            |     |  |
|-------------------------|---|--------------------------|--------|-----------|------------|------------|-----|--|
| Team Teaching - Reading | Special education students will receive reading instruction in ELA in a team-taught class, with a content areas teacher and a special education teacher. Teachers will learn characteristics of effective team-teaching situations. | Academic Support Program | Tier 2 | Implement | 06/18/2018 | 06/30/2021 | \$1 | Principal, Special Education Supervisor, general education teacher, special education teacher              |
| Content area Technology | Content area teams will develop open ended real-world projects where students will utilize various tech tools, programs, and apps to research and present information to others in a variety of ways.                               | Technology               | Tier 1 | Implement | 06/18/2018 | 06/30/2021 | \$1 | Director of Teaching & Learning; Teachers; Principals  |
| Open-Ended Math Tasks   | Teachers will implement a variety of open ended math tasks (related to real life situations) in order to get students to think about mathematical thinking and not just do math.  | Direct Instruction       | Tier 1 | Implement | 06/18/2018 | 06/30/2021 | \$1 | Director of Teaching and Learning and Professional Development Coordinator, Principals and Teaching staff. |