



# **School Improvement Plan**

**Madison High School**

**Madison School District (Lenawee)**

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# TABLE OF CONTENTS

Introduction .....	1
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## **Executive Summary**

Introduction .....	3
--------------------	---

Description of the School .....	4
---------------------------------	---

School's Purpose .....	6
------------------------	---

Notable Achievements and Areas of Improvement .....	7
---	---

Additional Information .....	8
------------------------------	---

## **Improvement Plan Stakeholder Involvement**

Introduction .....	10
--------------------	----

Improvement Planning Process .....	11
------------------------------------	----

## **School Data Analysis**

Introduction .....	13
--------------------	----

Demographic Data .....	14
------------------------	----

Process Data .....	17
--------------------	----

Achievement/Outcome Data .....	19
--------------------------------	----

Perception Data .....	24
-----------------------	----

Summary .....	27
---------------	----

**School Additional Requirements Diagnostic**

Introduction ..... 30

School Additional Requirements Diagnostic ..... 31

**Madison High School 2015-16 School Improvement Plan**

Overview ..... 34

Goals Summary ..... 35

    Goal 1: All students at Madison High School will become proficient readers and writers ..... 36

    Goal 2: All students at Madison High School will become proficient in mathematics ..... 46

    Goal 3: All students at Madison High School will become proficient in Science and Social Studies ..... 51

Activity Summary by Funding Source ..... 61

## **Introduction**

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

# **Executive Summary**

## **Introduction**

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

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

## **Description of the School**

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

Executive Summary - Madison High School

The mission (purpose) statement of Madison School District is reviewed and revised at the annual School Board retreat. The retreat provides an opportunity for stakeholders to discuss various aspects of the school's mission and vision (direction). This event includes time to reflect upon the mission statement and reaffirm the statement based on input from stakeholders. The Madison Board of Education and administration utilize this opportunity to collaborate with parents, students, district school improvement team members, alumni, and staff. The mission is reviewed and, if necessary, revised to assure the purpose and direction aligns with the strategic plan. The mission and vision statement is adopted once stakeholders in attendance have an opportunity to discuss proposed changes. It is with great pride that stakeholders of the Madison School District gather to honor past contributions, cherish present accomplishments, and deliberately move towards future goals.

Description of the School System

School Context

Madison School District serves a Pre K-12 population of approximately 1600 students. The population's youngest students, four-year olds, are served by Great Start housed within Madison Elementary School. Madison is a unique school district for several reasons. One reason is that approximately 49% of the students enrolled at Madison School District are School of Choice students. Madison serves resident students from the City of Adrian as well as Adrian, Madison, and Palmyra townships. Students enrolled through School of Choice are primarily residents of the Adrian School District. Additionally, Madison's student enrollment continues to grow, mostly due to School of Choice, while enrollment throughout Lenawee County has significantly decreased over the past ten years. Madison School District is comprised of an elementary school, a middle school, and a high school. All three schools are located on one campus and under one roof. Madison School District employs over 100 certified, highly qualified teachers. In addition, support staff in areas of instruction, transportation, technology, custodial/maintenance, and food service work to support student growth. Madison, due to enrollment growth has more than doubled its Pre K-12 student population since 1994. This year eight teachers were hired to fill vacant positions, provide additional sections at specific grade levels, or to expand educational programming. The District continues to strategically enhance nationally recognized programs such as Project Lead the Way and, at the same time, initiate new programs to enhance educational opportunities. This year fourth grade students have the opportunity to be part of the first strings (orchestra) program at Madison. Madison administration and staff continue to research, develop, and initiate additional course offerings. Today Madison School District taxpayers continue a proud tradition of supporting funds for additional facilities to support educational programs. A new 5.2 million dollar Performing Arts Center provides a state-of-the-art venue for strings, band, choir, performing and fine arts.

Madison School District is comprised of a diverse student population. Families who choose to send their child(ren) to Madison are of varying religion, race, and socio-economic status. It is a point of pride that each and every student at Madison, regardless of background, receives a quality, well-rounded education. Madison has earned a positive reputation for delivering quality education and, at the same time, providing each student individualized attention. Each year staff and students join the Madison family to teach and learn. Madison School District is their school of choice.

Family Context

SY 2015-2016

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## School Improvement Plan

Madison High School

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Madison School District has a relatively diverse PreK-12 student population compared with the resident population of Lenawee County. Although some students may reside in Madison Charter Township where the campus is physically located, students may also reside within the District if they own or rent a home in the City of Adrian or Adrian, Madison, or Palmyra townships. Furthermore, additional School of Choice students live throughout, and at times beyond, Lenawee County. Madison Charter Township is therefore a small portion of area which constitutes the student population enrolled at Madison. Of the approximately 1600 students enrolled at Madison 12% receive special education services. Approximately 74.2% of Madison students are eligible for free and reduced lunch. However, all Madison School District students at the elementary receive and breakfast lunch at no cost to their family through a federal grant. This is based on the high free and reduced lunch percentage among Madison School District's student population.

### Community Context

Madison Charter Township is located within the Metropolitan Statistical Area of Adrian, Michigan, 49221. 2,365 households with 1,751 families reside within the Township. The population density is 283.7 per square mile. Madison Charter Township is located in Lenawee County. The county consists of 749.56 square miles, 30.9 square miles of which is Madison Charter Township.

### Ethnicity/Race

Students enrolled at Madison consist of the following ethnicity/race. Included in parenthesis are Lenawee County percentages as defined by the U.S. Census Bureau, for comparison. Madison School District's student population is relatively diverse compared to the overall percentages located within Lenawee County. Madison School District consists of 63% (87.5%) White persons not Hispanic; 7% (2.8%) Black persons; 2% (1.8%) Persons reporting two or more races; 31% (7.6%) Persons of Hispanic or Latino origin. 10% of families located in Adrian speak a language other than English in their home.



## **School's Purpose**

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

The mission (purpose) statement of Madison School District is reviewed and revised at the annual School Board retreat. The retreat provides an opportunity for stakeholders to discuss various aspects of the school's mission and vision (direction). This event includes time to reflect upon the mission statement and reaffirm the statement based on input from stakeholders. The Madison Board of Education and administration utilize this opportunity to collaborate with parents, students, district school improvement team members, alumni, and staff. The mission is reviewed and, if necessary, revised to assure the purpose and direction aligns with the strategic plan. The mission and vision statement is adopted once stakeholders in attendance have an opportunity to discuss proposed changes. It is with great pride that stakeholders of the Madison School District gather to honor past contributions, cherish present accomplishments, and deliberately move towards future goals.

## **Notable Achievements and Areas of Improvement**

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

### Overall Strengths

Madison continues to sustain educational opportunities aligned with the use of technology. A full-time teacher designated for technology instruction at the elementary, computer labs, iPads, SmartBoards, and graphing calculators are a few resources intended to enhance student use of technology as a part of their learning experience.

Performing and Fine Arts programming continues to expand while maintaining a standard of excellence with current course offerings. Quality instruction for performing and fine arts is a point of pride. This past school year saw the completion of our State-of-the-Art Performing Arts Center.

Madison families continue to participate with their children's educational process in numerous ways. Parents are able to access Home Access Center (HAC) to view their child's academic progress. Teachers also utilize various means to communicate with families. E-mail, phone calls, and face-to-face meetings occur often. In addition the Blackboard system provides yet another resource to keep parents informed.

Furthermore, staff at Madison School District take advantage of opportunities to assist students with fulfilling Pre K-20 educational and career development plans. Students are able to exercise a variety of educational options while continuing to reside in Lenawee County. The Lenawee Intermediate School District (LISD) serves Madison School District which is one of 11 Lenawee County public school districts. Program offerings related to general education, special education, and career and technical education are available to students who attend Madison School District. Several students choose to take advantage of these options. Approximately 30% of Madison high school students attend career and technical education programs at the LISD TECH Center to further their post-secondary preparation. Pregnant and parenting teens are offered the opportunity to attend LISD PREP Academy. Finally, the K-12 Deaf and Hard of Hearing (DHH) Program, facilitated by the LISD, is housed at Madison School District.

Madison students are able to either utilize Jackson Community College (JCC)/LISD Academy: A Regional Middle College or dual enrollment options through Madison School District if they choose to begin post-secondary coursework as a high school student. A significant resource to residents is the availability of three post-secondary institutions located in Adrian. Siena Heights University, Adrian College, and Jackson Community College offer numerous post-secondary certification and degree programs.

### Overall Challenges

Madison School District has a significant student population that is classified as low socio-economic status (SES). Often families of lower SES have limited access to resources which may prepare students for additional educational opportunities. Often priorities focus on daily necessities such as food, shelter, and clothing rather than opportunities which may enhance the existing educational setting. Despite these challenges Madison School District continues to exceed expectations, receiving state and national recognition for significant accomplishments related to student growth. Madison staff pride themselves on individualizing instruction and providing personal attention, sustaining a positive school culture where each and every student has the opportunity to reach his or her greatest potential.

## **Additional Information**

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

N/A

# **Improvement Plan Stakeholder Involvement**

## **Introduction**

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

## **Improvement Planning Process**

### Improvement Planning Process

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

Each year stakeholders are invited to participate in two (2) meetings focused on the development of Madison School District's improvement plan. Each spring, student achievement data is analyzed and presented to stakeholders. Results of this data guide the development and implementation of the school improvement plan and process. This meeting is intended to discuss, with various stakeholders, aspects of the improvement plan. Stakeholder input guides the decision-making process intended to improve student growth and student achievement. In addition, the annual retreat, which occurs each fall, reviews aspects of the school improvement plan. Stakeholders are provided the opportunity to review and discuss how each aspect of the school improvement plan is being implemented and assessed. The annual retreat also provides an opportunity to illustrate how the school improvement plan corresponds with the strategic plan. Stakeholders (parents, students, community members, teachers, paraprofessionals, kitchen, and maintenance staff) are invited to attend by administration. Building administration inform each stakeholder of their role in the process. Meetings dates are reviewed and established to accommodate the schedule of attendees.

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

Administration, supervisors, members of the Madison Michigan Education Association (MEA), paraprofessionals, parents, students, alumni, and kitchen and maintenance staff are involved in the development of the improvement plan. Administration provides information pertaining to available resources necessary to implement the plan for the following school year. Supervisors facilitate discussion and provide input regarding support to the improvement plan. Members of the MEA, students, parents, alumni, and staff provide input regarding specific strategies to accomplish goals set forth within the plan. Administration and staff take advantage of this opportunity each spring to collaborate with parents, students, district improvement team, members, alumni, and staff so that all voices are heard. Adoption of the school improvement plan occurs following the meeting and after receiving subsequent feedback. The school improvement plan represents the community's desire to provide a stable, yet progressive learning environment for all students.

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

The final school improvement plan is presented to the Board and then published on the Madison School District website. Various aspects of the plan are discussed at building school improvement team meetings and staff meetings. Monthly parent/community forums will occur throughout the school year where data related to the school improvement plan will be shared. Parents and community members will have an opportunity to discuss, with stakeholders, relevant advancements regarding the goals, strategies, and assessments measuring the effectiveness of the plan.

# School Data Analysis

## **Introduction**

The School Data Analysis (SDA) is a diagnostic tool intended to facilitate rich and deep collaborative discussions among staff members about school data. The SDA can serve as a guide to determine a school's strengths and challenges as well as directions for improvement based on an analysis of data and responses to a series of data - related questions in content areas. This data collection and analysis process should include the identification of achievement gaps as well as reflections on possible causes for these gaps. This diagnostic represents the various types of data that should be continuously collected, reviewed, analyzed and evaluated. Completion of the SDA is one piece of a school's comprehensive needs assessment process.



## **Demographic Data**

Demographic data is data that provides descriptive information about the school community. Examples may include enrollment, attendance, grade levels, race/ethnicity, gender, students with disabilities, English learners, socio-economic status, graduation rate, suspensions/expulsions, etc.

### **Student Demographic Data**

#### **1. In looking at the three year trend in student enrollment data, what challenges have been identified?**

Student Enrollment at Madison High School is no longer seeing significant growth and has plateaued over the past three years. A drop in the birth rate coupled with an economic downturn are challenges that have been identified as we work to retain our current student enrollment numbers.

### **Student Demographic Data**

#### **2. In looking at the three year trend in student attendance data, what challenges have been identified?**

Trend data indicates there is no significant change in student attendance data over the course of the last three years. Certainly poor attendance has a negative affect on student academic growth. Students who miss an excessive amount of days often do not reach the level of achievement expected for a particular grade level or subject area. Intervention strategies are in place to assist students with appropriate attendance.

### **Student Demographic Data**

#### **3. In looking at the three year trend in student behavior data (discipline referrals, suspensions and expulsions), what challenges have been identified?**

A major challenge that exists at the high school level is the increased access to social media and students' inability to use social media responsibly, particularly among our female population. Conflicts that occur on social media sites spill over to school and negatively impact our educational environment. Helping students understand how to communicate appropriately and with respect for others is a point of emphasis.

### **Student Demographic Data**

#### **4. What action(s) could be taken to address any identified challenges with student demographic data?**

We must continue to be service-oriented and market the educational opportunities of Madison High School to retain and attract students. We must establish an environment in which students feel both physically and emotionally safe. We must continue to look for opportunities to teach character development and conflict resolution within our curriculum

### **Teacher/School Leader(s) Demographic Data**

#### **5. As you review the number of years of teaching and administrative experience of the school leader(s) in your building, what impact might this have on student achievement?**

Both building administrators were former teachers from within the district (one administrator currently teaches an AP Course), so both administrators have a solid understanding of the school community and culture. As former teachers, the building administrators have extensive knowledge of the needs of the classroom teacher and are sympathetic to the challenges that exist in the classroom.

In addition to the building administrators, there are also numerous teacher-leaders. There are many opportunities for faculty to assume leadership in the decision-making process within individual departments, school building, and district.

### Teacher/School Leader(s) Demographic Data

#### **6. As you review the number of years of teaching experience of teachers in your building, what impact might this have on student achievement?**

The staff at Madison High School have varying levels of experience. We have approximately 1/3 of our staff with 15+ years of experience, 1/3 of our staff with 10-15 years of experience, and 1/3 with less than 10 years of experience. We currently have been fortunate to attract teachers that bring years of experience with them, rather than teachers who are new to the profession. As a result, our staff are well equipped to adapt to the ever-changing educational system and use best practices daily in the classroom. Our teacher turnover rate is low, which allows us to provide consistent programming and implement school-wide initiatives that benefit students.

### Teacher/School Leader(s) Demographic Data

#### **7. As you review the total number of days for school leader absences and note how many were due to professional learning and /or due to illness, what impact might this have on student achievement?**

School Leaders are conscience to limit the number of days out of the building for professional development or illness, in order to maintain a consistent presence in the building. As a result, student achievement is positively affected as building administrators are accessible to students, parents, and staff. Furthermore, administration understands the importance of modeling good attendance.

### Teacher/School Leader(s) Demographic Data

#### **8. As you review the total number of days for teacher absences due to professional learning and/or illness, what impact might this have on student achievement?**

Overall, the number of teacher absences is relatively low (on average, 3-4 days per year), which contributes to quality instruction in the classroom. When teachers are present the curriculum can be delivered with fewer interruptions, consistent expectations are maintained and staff accountability is strengthened.

### Teacher/School Leader(s) Demographic Data

#### **9. What actions might be taken to address any identified challenges regarding teacher/school leader demographics?**

The major challenge that exists is the lack of substitutes available to cover teacher leader absences. Work is being done to attract and maintain competent substitute teachers. Our faculty has worked together to identify and utilize quality substitute teachers as much as possible.



## **Process Data**

Process data is information about the practices and procedures schools use to plan, deliver and monitor curriculum, instruction and assessment.

### **10. In reviewing the results of the School Systems Review or the Interim Self Assessment/Self Assessment, what strands/standards/indicators stand out as strengths?**

Strand 4: Resources and Support Systems, Strand 1: Purpose and Direction, Strand 2: Governance and Leadership

### **11. In reviewing the results of the School Systems Review or the Interim Self Assessment/Self Assessment, what strands/standards/indicators stand out as challenges?**

Stand 3: Teaching and Assessing for Learning

### **12. How might these challenges impact student achievement?**

These challenges impact student achievement because our students struggle to be independent, self-reflective learners who think critically. Teachers need to continue to utilize data to drive instruction.

### **13. What actions could be taken and incorporated into the School Improvement Plan to address these challenges from the School Systems Review or the Interim Self Assessment/Self Assessment.**

We plan to schedule and provide professional development opportunities for implementing instructional strategies aligned with best practice and equip teachers with the resources to use data more efficiently and effectively.

### **14. How do you ensure that students with disabilities have access to the full array of intervention programs available i.e. Title I, Title III, Section 31a, IDEA, credit recovery, extended learning opportunities?**

Stakeholder groups, including parents, teachers, administrators, and special education personnel perform an annual review regarding students with disabilities and their access to intervention programs.

### **15. Describe the Extended Learning Opportunities that are available for students and in what grades they are available?**

1. CAP (Culture of Achievement Program) is an immediate help to students who struggle with assignment completion. It is held every day after school. A certified teacher is available to oversee and provide support to students.
2. Math Intervention Groups take place after school and target those students who are performing below a 70% in their current Math course. Led by a Math teacher, students are offered re-teaching opportunities and are prepped for upcoming lessons.

3. Summer School is offered to students in an online format. Students are able to work remotely, as well as, under the supervision of a

certified teacher in the school building.

4. Credit Recovery Courses are also offered to students during the school day as part of a traditional schedule.

**16. What is the process for identifying students for Extended Learning Opportunities and how are parents notified of these opportunities?**

Extended Learning Opportunities are open to all Madison High School students.

**17. What evidence do you have to indicate the extent to which the state content standards are being implemented with fidelity i.e. horizontal and vertical alignment, in all content courses and grade levels?**

Units of study completed in each content area are reviewed by content area teams, grade level teams, and administrators to ensure that state content standards are implemented across grade levels.

**18. How does your school use health survey/screener results (i.e. MIPHY) to improve student learning? Answer only if you completed a health survey/ screener.**

The MIPHY survey is administered annually to 9th graders. The survey results are used to direct health instruction and provide information to stakeholders. It also provides trend data about our students in comparison to other county students.

## **Achievement/Outcome Data**

Achievement/outcome data tell us what students have learned. These include classroom-level, benchmark, interim and formative assessment data as well as summative data such as standardized test scores from annual district and state assessments. If the school completed the Student Performance Diagnostic for the AdvancED External Review, please insert 'See Student Performance Diagnostic' in each text box.

### **19a. Reading- Strengths**

Overall, our English and Reading scores are above the national average. In addition, our students score above the national average in both usage/mechanics and rhetorical skills.

### **19b. Reading- Challenges**

While our scores are higher than the national average, we need to continue to develop students' ability to read critically and read for information.

### **19c. Reading- Trends**

There is a positive trend in reading scores/performance in the past three years.

### **19d. Reading- Summary**

**Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.**

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Our School Improvement Plan addresses our challenges in reading through the following initiatives:

- \*Planning and Preparation through the development of UbD units of study.
- \*Gradual Release of Responsibility Model of instruction
- \*Professional development for teachers on Response to Text (text coding)
- \*Professional development for teachers related to Webb's Depth of Knowledge

### **20a. Writing- Strengths**

Our writing scores have typically been relatively strong. We have allocated numerous hours of PD teaching staff how to teach students the Claim-Support-Explanation format for writing.

### **20b. Writing- Challenges**

Equipping students with the skills to be able to write an analysis of complex texts is still an area that needs to be emphasized and practiced often.

### **20c. Writing- Trends**

We have identified a slight positive trend in writing.

### **20d. Writing- Summary**

**Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.**

Our School Improvement Plan addresses our challenges in writing through the following initiatives:

- \*Planning and Preparation through the development of UbD units of study.

## School Improvement Plan

Madison High School

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- \*Gradual Release of Responsibility Model of instruction
- \*Professional development for teachers on Response to Text (text coding)
- \*Professional development for teachers related to Webb's Depth of Knowledge

### 21a. Math- Strengths

Our area of strength is solving linear equations and geometric reasoning.

### 21b. Math- Challenges

Our biggest challenge in Mathematics is equipping students with problem solving skills and the ability to transfer individuals skills to application problems.

### 21c. Math- Trends

The trend in our Math scores is positive, however, our math scores are still lower than the national average.

### 21d. Math- Summary

**Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.**

Our School Improvement Plan addresses our challenges in Math through the following initiatives:

- \*Planning and Preparation through the development of UbD units of study.
- \*Gradual Release of Responsibility Model of instruction
- \*Professional development for teachers on Response to Text (text coding)
- \*Professional development for teachers related to Webb's Depth of Knowledge



### 22a. Science- Strengths

Staff is currently working to align curriculum to the Next Generation Science Standards. In addition, a great deal of PD time has been given to develop common assessments throughout all science courses.

### 22b. Science- Challenges

Our students consistently struggle with inquiry and reflection problems. Furthermore, many areas of our curriculum lack the higher level, critical thinking skills that students need to be successful.

### 22c. Science- Trends

Historically, our Science scores are considerably lower than the state/national average.

### 22d. Science- Summary

**Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.**

Our School Improvement Plan addresses our challenges in Science through the following initiatives:

- \*Planning and Preparation through the development of UbD units of study.
- \*Gradual Release of Responsibility Model of instruction
- \*Professional development for teachers on Response to Text (text coding)
- \*Professional development for teachers related to Webb's Depth of Knowledge

### 23a. Social Studies- Strengths

We have more Advanced Placement courses in Social Studies than in any other content area. As a result, the level of rigor in those courses has positively impacted the curriculum in all of our Social Studies courses.

### 23b. Social Studies- Challenges

A lack of common core standards that are content specific for Social Studies puts our Social Studies Department at a disadvantage. Furthermore, a lack of content-specific assessments makes it challenging to identify gaps in instruction.

## 23c. Social Studies- Trends

Overall, our AP scores in Social Studies are high. We have also seen an increase in the number of students enrolling in these more rigorous courses. Student scores on state assessments have remained relatively the same and are slightly below average.

## 23d. Social Studies- Summary

**Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.**

Our School Improvement Plan addresses our challenges in Social Studies through the following initiatives:

- \*Planning and Preparation through the development of UbD units of study.
- \*Gradual Release of Responsibility Model of instruction
- \*Professional development for teachers on Response to Text (text coding)
- \*Professional development for teachers related to Webb's Depth of Knowledge

## **Perception Data**

Perception data is information collected that reflects the opinions and views of stakeholders. If the school completed the Stakeholder Feedback Diagnostic for the AdvancED External Review, please insert 'See Stakeholder Feedback Diagnostic' in each text box for survey feedback already collected from students, parents and staff.

### **24a. Student Perception Data**

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

Teacher/Student Rapport

High Expectations for Students

Relevant Curriculum that provides wide-range of opportunities for students

High number of student resources/student supports

### **24b. Student Perception Data**

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

School Handbook Policies & Procedures related to dress code and cell phones

Lack of consistency in enforcing certain school policies

Cafeteria food choices

### **24c. Student Perception Data**

**What actions will be taken to improve student satisfaction in the lowest area(s)?**

We will continue to provide opportunities for students to give administration feedback regarding areas in need of improvement.

### **25a. Parent/Guardian Perception Data**

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

Parents/Guardians indicate high level of satisfaction with curriculum offerings, available technology, instructional resources for students, and high academic/behavior expectations for students. In addition, parents appreciate the small school, family oriented atmosphere that provides their children with a safe and caring environment in which to learn.

**25b. Parent/Guardian Perception Data**

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

Parents/Guardians indicate a need for expanded and more frequent communication between school and home. In addition, parents indicate a desire to see more efforts put forth around student conflict, particularly incidents of bullying.

**25c. Parent/Guardian Perception Data**

**What actions will be taken to improve parent/guardian satisfaction in the lowest area(s)?**

Madison High School has a well established Facebook page that is used by many of our stakeholders. We need to continue to keep this updated frequently, as well as, establish additional avenues for communication. In addition, we will work to develop a program that will encourage student leadership and equip students with skills to better handle incidences of "bullying" and other student issues.

**26a. Teacher/Staff Perception Data**

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

Resources to support instruction and student learning  
High expectations for students that are supported by administration  
Small class sizes

**26b. Teacher/Staff Perception Data**

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

Constantly changing system of accountability  
Need to improve student supports for academically at-risk population  
Increase available technology for both instruction and learning

**26c. Teacher/Staff Perception Data**

**What actions will be taken to improve teacher/staff satisfaction in the lowest area(s)?**

Madison High School has been working to allocate budget funds to purchase additional technology (laptop carts) for teachers to use. Grants have also been secured to help provide more technology and other resources to teachers and individual classrooms.

**27a. Stakeholder/Community Perception Data**

**What area(s) indicate the overall highest level of satisfaction among stakeholders/community?**

Fiscal Responsibility and resulting financial stability  
High academic and behavioral expectations  
Family Atmosphere  
Small Size/Grades K-12 under one roof  
Curricular/Extra-Curricular opportunities for students

**27b. Stakeholder/Community Perception Data**

**What area(s) indicate the overall lowest level of satisfaction among stakeholders/community?**

Communication  
Opportunities for community outreach/involvement

**27c. Stakeholder/Community Perception Data**

**What actions will be taken to improve the level of stakeholder/community satisfaction in the lowest area(s)?**

Increase communication to stakeholders via social media  
Establish a alumni/community foundation which would provide opportunities for stakeholders to become involved

## Summary

### **28a. Summary**

**Briefly summarize the strengths and challenges identified in the four kinds of data-demographic, process, achievement/outcomes and perception.**

Our trend in student enrollment data indicates that Madison High School's enrollment is beginning to level off after a decade of increased growth. The challenge we face is that the increase in student enrollment that we have experienced in previous years enabled us to absorb the increased costs of school operations. Without an increase in our enrollment we will face budget constraints. The challenge will be to continue to offer high quality educational opportunities, a safe learning environment, and a service-oriented family atmosphere that has enabled us to attract new students.

The downturn in our local economy has also significantly impacted our student demographics. The population of economically disadvantaged students is approximately 70%. With such a high number of economically disadvantaged students, our staff must be diligent in delivering instruction that meets the needs of all students.

### **28b. Summary**

**How might the challenges identified in the demographic, process and perception data impact student achievement?**

Challenges identified in our demographic, process, and perception data will certainly impact our students' performance in the classroom. The goal of Madison High School is to recognize the needs of our student population and develop instruction and programming that meets them where they are at (academically and behaviorally) and provides them opportunities for growth. Specifically, we are challenged with a lack of Tier 2 interventions at the secondary level. It is difficult to intervene on behalf of a high school student without having a negative impact on their MMC requirements. Therefore, it is imperative that our curriculum be horizontally and vertically aligned.

### **28c. Summary**

**How will these challenges be addressed in the School Improvement Plan's Goals, Measurable Objectives, Strategies and Activities for the upcoming year? For Priority Schools, which of these high need areas will inform the Big Ideas and the Reform/Redesign Plan?**

Madison School District has recently established a Stakeholder Communications Coordinator whose job is to improve communication among students, parents, and community stakeholders. This position also focuses on marketing of the school district which is important in order to attract new students.

Madison High School will continue to maintain a culture that keeps students safe, both physically and emotionally. We will continue to foster avenues of two-way communication between and among our stakeholders. Methods of communication include surveys, conferences, social media and our district web page.

When teachers/school leaders attend professional development and need to be out of the building, we experience a lack of substitutes. The quality of substitute teachers is also deficient.

## School Improvement Plan

Madison High School

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Our curriculum must continue to adjust to meet the needs of the 21st Century workforce. We are addressing this challenge by integrating technology and technical reading/writing throughout all subjects. Furthermore, an emphasis on utilizing performance tasks to assess student learning will help our students' performance.

Our School Improvement Plan provides objectives, strategies, and activities around planning and preparation and developing UbD units of study, gradual release of responsibility, response-to-text, and Webb's depth of knowledge.

# **School Additional Requirements Diagnostic**



## **Introduction**

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

School Additional Requirements Diagnostic

Label	Assurance	Response	Comment	Attachment
1.	Literacy and math are tested annually in grades 1-5.	No	N/A - Madison High School is a 9-12 grade building.	

Label	Assurance	Response	Comment	Attachment
2.	Our school published a fully compliant annual report. (The Annual Education Report (AER) satisfies this). If yes, please provide a link to the report in the box below.	Yes	<a href="http://state-and-federal-compliance.district.madisonk12.us/modules/locker/files/group_files.phtml?parent=19239425&amp;gid=2049955&amp;sessionid=aaf474f85c371e4511b48d2b0076e055">http://state-and-federal-compliance.district.madisonk12.us/modules/locker/files/group_files.phtml?parent=19239425&amp;gid=2049955&amp;sessionid=aaf474f85c371e4511b48d2b0076e055</a>	

Label	Assurance	Response	Comment	Attachment
3.	Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.	No	N/A - Madison High School is a 9-12 grade building.	

Label	Assurance	Response	Comment	Attachment
4.	Our school reviews and annually updates the EDPs to ensure academic course work alignment.	Yes	On average, 95%-100% of all students in grades 9-12 have completed EDP's.	

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

Label	Assurance	Response	Comment	Attachment
6.	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	Superintendent - Madison School District, 3498 Treat Highway, Adrian, MI. 49221. (517) 263-0741.	

# School Improvement Plan

Madison High School

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Label	Assurance	Response	Comment	Attachment
7.	The institution has a School-Parent Involvement Plan (that addresses Section 1118 activities) that is aligned to the District's Board Policy. If yes, please attach the School-Parent Involvement Plan below.	Yes		Parent Involvement Plan

Label	Assurance	Response	Comment	Attachment
8.	The institution has a School-Parent Compact. If yes, please attach the School-Parent Compact below.	No	N/A - Madison Elementary School does have a School-Parent Compact.	

Label	Assurance	Response	Comment	Attachment
9.	The School has additional information necessary to support your improvement plan (optional).	Yes		

# **Madison High School 2015-16 School Improvement Plan**

## **Overview**

### **Plan Name**

Madison High School 2015-16 School Improvement Plan

### **Plan Description**

## Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students at Madison High School will become proficient readers and writers	Objectives: 2 Strategies: 4 Activities: 21	Academic	\$94154
2	All students at Madison High School will become proficient in mathematics.	Objectives: 1 Strategies: 4 Activities: 21	Academic	\$0
3	All students at Madison High School will become proficient in Science and Social Studies	Objectives: 2 Strategies: 4 Activities: 21	Academic	\$0

# Goal 1: All students at Madison High School will become proficient readers and writers

**Measurable Objective 1:**

75% of All Students will demonstrate a proficiency in Reading in English Language Arts by 06/30/2016 as measured by State Assessments..

**(shared) Strategy 1:**

Planning and Preparation - UbD - Staff will participate with professional development related to Understanding by Design (UbD) and utilize UbD to guide their planning and preparation to improve student proficiency.

Category:

Research Cited: Wiggins, G., & McTighe, J. (1998). Understanding by design. Alexandria, VA: Association for Supervision and Curriculum Development.

Tier: Tier 1

Activity - Administrator/Teacher Training on UbD	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Faculty will participate in professional development to introduce the UbD model.	Professional Learning	Tier 1	Monitor	06/13/2014	06/30/2016	\$0	No Funding Required	Administrators, Teachers

Activity - Teacher Training on UbD	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional trainers will conduct ongoing professional development embedded in the District to support planning for future implementation and utilization of UbD model.	Professional Learning	Tier 1	Implement	06/13/2014	06/30/2016	\$9955	Title II Part A	Professional trainer(s), Administrators, Teachers

Activity - Grade/Department Level professional Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will participate in departmental and/or grade level meetings as part of a professional learning community.	Professional Learning	Tier 1	Implement	06/13/2014	06/30/2016	\$0	No Funding Required	Administrators, Teachers

Activity - Construct a unit using UbD	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will utilize UbD resources to collaboratively create, plan, and prepare to ensure horizontal and vertical alignment.	Teacher Collaboration	Tier 1	Implement	07/01/2015	06/30/2016	\$0	No Funding Required	Teachers

## School Improvement Plan

Madison High School

Activity - Submit Unit Plan	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each grade or department will submit to the building principal a unit plan.	Professional Learning	Tier 1	Monitor	06/13/2014	06/17/2015	\$0	No Funding Required	Administrators, Teachers

### (shared) Strategy 2:

Instruction and Learning: Gradual Release of Responsibility Model - Gradual Release of Responsibility model - All content area staff will utilize the Gradual Release of Responsibility model to ensure students learning.

Category:

Research Cited: Fisher, D. and N. Frey, (2008). Better learning through structured teaching: a framework for the gradual release of responsibility, Association for Supervision and Curriculum Development, Alexandria, Virginia.

Pearson, P. D. and M. C. Gallagher, The Instruction of Reading Comprehension, (1983) Contemporary Educational Psychology, 8, pp. 317-344.

Tier: Tier 1

Activity - PD - Gradual Release of Responsibility	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will participate with ongoing professional development embedded in the district to support the Gradual Release of Responsibility model.	Professional Learning	Tier 1	Implement	06/13/2014	06/30/2016	\$0	No Funding Required	Administrators, Teachers

Activity - Grade/Department Level professional Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will participate in departmental and/or grade level meetings as part of a professional learning community.	Professional Learning	Tier 1	Implement	06/13/2014	06/30/2016	\$0	No Funding Required	Teachers

Activity - Implement the Gradual Release of Responsibility	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will implement the Gradual Release of Responsibility model.	Direct Instruction	Tier 1	Implement	06/13/2014	06/30/2016	\$0	No Funding Required	Teachers

Activity - Formative Assessments and Focus Lessons	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will document the evidence of formative assessments and focus lessons (mini-lessons) within lesson plans and administration and LISD staff will monitor the implementation of the Gradual Release of Responsibility model through classroom walkthroughs and MDE Program Model. (Administrative costs, MASSP)	Walkthrough	Tier 1	Evaluate	06/13/2014	06/30/2016	\$3532	Title II Part A	Teachers, Administrators



## School Improvement Plan

Madison High School

Activity - Student Achievement to Guide Small Group	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District staff will use student achievement data (NWEA Classroom Breakdown report, AIMSweb, locally developed assessments, etc.) to guide small group instruction.	Academic Support Program	Tier 1	Monitor	06/13/2014	06/30/2016	\$0	No Funding Required	Teachers, Literacy Coach, Administrators
Activity - Culture of Achievement Program (CAP)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will receive homework support during lunch and after school in the Culture of Achievement Program. (Program costs)	Academic Support Program	Tier 1	Implement	06/13/2014	06/30/2016	\$3905	Section 31a	Administrators, Teachers
Activity - Student Success Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Student Success program will be provided to support at-risk youth at the secondary level. (Student Success Coach)	Academic Support Program	Tier 1	Implement	06/13/2014	06/30/2015	\$74584	Section 31a	Student Success Coach
Activity - Homeless Tutoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Tutoring support will be provided for homeless high school students.	Academic Support Program	Tier 1	Implement	06/13/2014	06/30/2016	\$2178	Title I Part A	Teachers, Administrators
Activity - Research-Based Tiered Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Research-based Tiered Interventions – District staff will implement an effective, research based, multi-tiered model of instruction/intervention support through the use of school-wide strategies and intervention instruction to students who qualify below the 30th percentile to increase reading, writing, mathematics, science, and social studies achievement. Timely assistance will be provided to students with difficulty meeting standards through additional tiered intervention support by Title I paraprofessionals, bilingual assistant, Literacy Coach, Title I Paras, and/or Kindergarten Aides. (EBLI, Close and Critical Reading, CAP, After school tutoring/small groups)	Academic Support Program	Tier 1	Implement	07/01/2015	06/30/2016	\$0	Section 31a	Title I paraprofessionals, bilingual assistant, Literacy Coach, Title I Paraprofessionals, Stakeholder and Parent Involvement Coordinator

## School Improvement Plan

Madison High School

### (shared) Strategy 3:

Instruction and Learning: Response to Text - Response to Text - Staff will facilitate academic literacy strategies (response to text) in all content areas.

Category:

Research Cited: Assessing Students' Skills at Writing Analytically in Response to Texts. Correnti, Richard; Matsumura, Lindsay Clare; Hamilton, Laura; Wang, Elaine, Elementary School Journal, v114 n2 p142-177 Dec 2013

Teaching for Writing Expository Responses to Narrative Texts, Cummins, Sunday; Quiroa, Ruth E. Reading Teacher, v65 n6 p381-386 Mar 2012

Tier: Tier 1

Activity - Research-based Professional Development related to literacy	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate with professional development related to responding to text and/or research-based PD related to literacy.	Professional Learning	Tier 1	Implement	06/13/2014	06/30/2016	\$0	No Funding Required	Professional Facilitators, Administrators, Teachers

Activity - Facilitate Response to Text	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will facilitate response to text methods within the first month of instruction.	Direct Instruction	Tier 1	Implement	06/13/2014	06/30/2016	\$0	No Funding Required	Teachers

Activity - Monitor Implementation of Response to Text	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrators will monitor implementation using classroom walk-throughs, discussions during common planning time/staff meetings and reviewing samples of student's work. (Administrative costs, MASSP)	Walkthrough	Tier 1	Monitor	06/13/2014	06/30/2016	\$0	No Funding Required	Administrators, Teachers

### (shared) Strategy 4:

Monitoring, Assessment, and Follow-Up - Depth of Knowledge - Teachers will model depth of knowledge levels 2 and 3 (Skills and Concepts & Strategic Thinking and Reasoning) on a daily basis.

Category:

Research Cited: Pasley, J. (2002). The role of instructional materials in professional development: Lessons learned from the LSC community.

<http://www.horizonresearch.com/LSC/news/pasley2002.php>. [Accessed December 7, 2004.] [www.pdmathsci.net](http://www.pdmathsci.net), March 6, 2006 National Association of State Directors of Special Education. (2005). Response to intervention: Policy considerations and implementations. Alexandria, VA: Author.

Reschly, D. J. (2005). Learning disabilities identification: Primary intervention, secondary intervention, and then what? Journal of Learning Disabilities, 38, 510–515.

Torgesen, J. K., Wagner, R. K., Rashotte, C. A., Rose, E., Lindamood, P., Conway, T., & Garvan, C. (1999). Preventing reading failure in young children with

## School Improvement Plan

Madison High School

phonological processing disabilities: Group and individual responses to instruction. *Journal of Educational Psychology*, 91, 579–593. Vaughn, S. (2003, December).

How many tiers are needed for response to intervention to achievement acceptable prevention outcomes? Paper presented at the National Research Center on Learning Disabilities Responsiveness-to-Intervention Symposium, Kansas City, MO. Retrieved online December 14, 2008 from

<http://www.nrcld.org/symposium2003/vaughn/vaughn.pdf> Vaughn, S., Linan-Thompson, S., & Hickman, P. (2003).

Response to instruction as a means of identifying students with reading/learning disabilities. *Exceptional Children*, 69, 391–409.

Vellutino, F. R., Scanlon, D. M., Sipay, E. R., Small, S. G., Pratt, A., Chen, R., & Denckla, M. B. (1996).

Cognitive profiles of difficult-to-remediate and readily remediated poor readers: Early intervention as a vehicle for distinguishing between cognitive and experiential deficits as basic causes of specific reading disability. *Journal of Educational Psychology*, 88, 601–638.

Walker, H. M., Homer, R. H., Sugai, G., Bullis, M., Sprague, J. R., Bricker, D., & Kaufman, M. J. (1996). Integrated approaches to preventing antisocial behavior patterns among school-age children and young. *Journal of Emotional and Behavioral Disorders*, 4, 194–209.

Watts, J. L. (2008). Study Island scientific research base. Retrieved December 22, 2008 from

<http://www.studyisland.com/salesheets/SI%20Foundational%20Report%207-25-08.pdf>

Tier: Tier 1

Activity - PD related to Webb's Depth of Knowledge	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and administrators will participate with PD related to Webb's Depth of Knowledge to learn how to develop curriculum based on Bloom's levels and learn how to create meaningful assessments. (ISD Staff)	Professional Learning	Tier 1	Getting Ready	06/13/2014	06/30/2016	\$0	No Funding Required	Professional Trainers

Activity - Implement Depth of Knowledge	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitor implementation of Depth of Knowledge Strategy using classroom walk-throughs and professional learning community work. (Administrative costs, MASSP)	Direct Instruction	Tier 1	Getting Ready	06/13/2014	06/30/2016	\$0	No Funding Required	Administrators, Teachers

Activity - Process Checks	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitor student data and student progress.	Teacher Collaboration	Tier 1	Monitor	07/01/2015	06/30/2016	\$0	No Funding Required	Administrators, Teachers

Activity - Monitor Implementation of DOK	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitor implementation of Depth of Knowledge Strategy using Learning Walks and professional learning community work. (Administrative costs, MASSP)	Walkthrough	Tier 1	Getting Ready	07/01/2015	06/30/2016	\$0	No Funding Required	Administrators, Teachers

## School Improvement Plan

Madison High School

### Measurable Objective 2:

67% of All Students will demonstrate a proficiency in Writing in English Language Arts by 06/30/2016 as measured by State Assessments.

### (shared) Strategy 1:

Planning and Preparation - UbD - Staff will participate with professional development related to Understanding by Design (UbD) and utilize UbD to guide their planning and preparation to improve student proficiency.

Category:

Research Cited: Wiggins, G., & McTighe, J. (1998). Understanding by design. Alexandria, VA: Association for Supervision and Curriculum Development.

Tier: Tier 1

Activity - Administrator/Teacher Training on UbD	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Faculty will participate in professional development to introduce the UbD model.	Professional Learning	Tier 1	Monitor	06/13/2014	06/30/2016	\$0	No Funding Required	Administrators, Teachers

Activity - Teacher Training on UbD	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional trainers will conduct ongoing professional development embedded in the District to support planning for future implementation and utilization of UbD model.	Professional Learning	Tier 1	Implement	06/13/2014	06/30/2016	\$9955	Title II Part A	Professional trainer(s), Administrators, Teachers

Activity - Grade/Department Level professional Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will participate in departmental and/or grade level meetings as part of a professional learning community.	Professional Learning	Tier 1	Implement	06/13/2014	06/30/2016	\$0	No Funding Required	Administrators, Teachers

Activity - Construct a unit using UbD	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will utilize UbD resources to collaboratively create, plan, and prepare to ensure horizontal and vertical alignment.	Teacher Collaboration	Tier 1	Implement	07/01/2015	06/30/2016	\$0	No Funding Required	Teachers

Activity - Submit Unit Plan	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## School Improvement Plan

Madison High School

Each grade or department will submit to the building principal a unit plan.	Professional Learning	Tier 1	Monitor	06/13/2014	06/17/2015	\$0	No Funding Required	Administrators, Teachers
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### (shared) Strategy 2:

Instruction and Learning: Gradual Release of Responsibility Model - Gradual Release of Responsibility model - All content area staff will utilize the Gradual Release of Responsibility model to ensure students learning.

Category:

Research Cited: Fisher, D. and N. Frey, (2008). Better learning through structured teaching: a framework for the gradual release of responsibility, Association for Supervision and Curriculum Development, Alexandria, Virginia.

Pearson, P. D. and M. C. Gallagher, The Instruction of Reading Comprehension, (1983) Contemporary Educational Psychology, 8, pp. 317-344.

Tier: Tier 1

Activity - PD - Gradual Release of Responsibility	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will participate with ongoing professional development embedded in the district to support the Gradual Release of Responsibility model.	Professional Learning	Tier 1	Implement	06/13/2014	06/30/2016	\$0	No Funding Required	Administrators, Teachers

Activity - Grade/Department Level professional Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will participate in departmental and/or grade level meetings as part of a professional learning community.	Professional Learning	Tier 1	Implement	06/13/2014	06/30/2016	\$0	No Funding Required	Teachers

Activity - Implement the Gradual Release of Responsibility	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will implement the Gradual Release of Responsibility model.	Direct Instruction	Tier 1	Implement	06/13/2014	06/30/2016	\$0	No Funding Required	Teachers

Activity - Formative Assessments and Focus Lessons	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will document the evidence of formative assessments and focus lessons (mini-lessons) within lesson plans and administration and LISD staff will monitor the implementation of the Gradual Release of Responsibility model through classroom walkthroughs and MDE Program Model. (Administrative costs, MASSP)	Walkthrough	Tier 1	Evaluate	06/13/2014	06/30/2016	\$3532	Title II Part A	Teachers, Administrators

## School Improvement Plan

Madison High School

Activity - Student Achievement to Guide Small Group	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District staff will use student achievement data (NWEA Classroom Breakdown report, AIMSweb, locally developed assessments, etc.) to guide small group instruction.	Academic Support Program	Tier 1	Monitor	06/13/2014	06/30/2016	\$0	No Funding Required	Teachers, Literacy Coach, Administrators
Activity - Culture of Achievement Program (CAP)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will receive homework support during lunch and after school in the Culture of Achievement Program. (Program costs)	Academic Support Program	Tier 1	Implement	06/13/2014	06/30/2016	\$3905	Section 31a	Administrators, Teachers
Activity - Student Success Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Student Success program will be provided to support at-risk youth at the secondary level. (Student Success Coach)	Academic Support Program	Tier 1	Implement	06/13/2014	06/30/2015	\$74584	Section 31a	Student Success Coach
Activity - Homeless Tutoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Tutoring support will be provided for homeless high school students.	Academic Support Program	Tier 1	Implement	06/13/2014	06/30/2016	\$2178	Title I Part A	Teachers, Administrators
Activity - Research-Based Tiered Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Research-based Tiered Interventions – District staff will implement an effective, research based, multi-tiered model of instruction/intervention support through the use of school-wide strategies and intervention instruction to students who qualify below the 30th percentile to increase reading, writing, mathematics, science, and social studies achievement. Timely assistance will be provided to students with difficulty meeting standards through additional tiered intervention support by Title I paraprofessionals, bilingual assistant, Literacy Coach, Title I Paras, and/or Kindergarten Aides. (EBLI, Close and Critical Reading, CAP, After school tutoring/small groups)	Academic Support Program	Tier 1	Implement	07/01/2015	06/30/2016	\$0	Section 31a	Title I paraprofessionals, bilingual assistant, Literacy Coach, Title I Paraprofessionals, Stakeholder and Parent Involvement Coordinator

## School Improvement Plan

Madison High School

### (shared) Strategy 3:

Instruction and Learning: Response to Text - Response to Text - Staff will facilitate academic literacy strategies (response to text) in all content areas.

Category:

Research Cited: Assessing Students' Skills at Writing Analytically in Response to Texts. Correnti, Richard; Matsumura, Lindsay Clare; Hamilton, Laura; Wang, Elaine, Elementary School Journal, v114 n2 p142-177 Dec 2013

Teaching for Writing Expository Responses to Narrative Texts, Cummins, Sunday; Quiroa, Ruth E. Reading Teacher, v65 n6 p381-386 Mar 2012

Tier: Tier 1

Activity - Research-based Professional Development related to literacy	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate with professional development related to responding to text and/or research-based PD related to literacy.	Professional Learning	Tier 1	Implement	06/13/2014	06/30/2016	\$0	No Funding Required	Professional Facilitators, Administrators, Teachers

Activity - Facilitate Response to Text	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will facilitate response to text methods within the first month of instruction.	Direct Instruction	Tier 1	Implement	06/13/2014	06/30/2016	\$0	No Funding Required	Teachers

Activity - Monitor Implementation of Response to Text	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrators will monitor implementation using classroom walk-throughs, discussions during common planning time/staff meetings and reviewing samples of student's work. (Administrative costs, MASSP)	Walkthrough	Tier 1	Monitor	06/13/2014	06/30/2016	\$0	No Funding Required	Administrators, Teachers

### (shared) Strategy 4:

Monitoring, Assessment, and Follow-Up - Depth of Knowledge - Teachers will model depth of knowledge levels 2 and 3 (Skills and Concepts & Strategic Thinking and Reasoning) on a daily basis.

Category:

Research Cited: Pasley, J. (2002). The role of instructional materials in professional development: Lessons learned from the LSC community.

<http://www.horizonresearch.com/LSC/news/pasley2002.php>. [Accessed December 7, 2004.] [www.pdmathsci.net](http://www.pdmathsci.net), March 6, 2006 National Association of State Directors of Special Education. (2005). Response to intervention: Policy considerations and implementations. Alexandria, VA: Author.

Reschly, D. J. (2005). Learning disabilities identification: Primary intervention, secondary intervention, and then what? Journal of Learning Disabilities, 38, 510–515.

Torgesen, J. K., Wagner, R. K., Rashotte, C. A., Rose, E., Lindamood, P., Conway, T., & Garvan, C. (1999). Preventing reading failure in young children with

## School Improvement Plan

Madison High School

phonological processing disabilities: Group and individual responses to instruction. *Journal of Educational Psychology*, 91, 579–593. Vaughn, S. (2003, December).

How many tiers are needed for response to intervention to achievement acceptable prevention outcomes? Paper presented at the National Research Center on Learning Disabilities Responsiveness-to-Intervention Symposium, Kansas City, MO. Retrieved online December 14, 2008 from

<http://www.nrcld.org/symposium2003/vaughn/vaughn.pdf> Vaughn, S., Linan-Thompson, S., & Hickman, P. (2003).

Response to instruction as a means of identifying students with reading/learning disabilities. *Exceptional Children*, 69, 391–409.

Vellutino, F. R., Scanlon, D. M., Sipay, E. R., Small, S. G., Pratt, A., Chen, R., & Denckla, M. B. (1996).

Cognitive profiles of difficult-to-remediate and readily remediated poor readers: Early intervention as a vehicle for distinguishing between cognitive and experiential deficits as basic causes of specific reading disability. *Journal of Educational Psychology*, 88, 601–638.

Walker, H. M., Homer, R. H., Sugai, G., Bullis, M., Sprague, J. R., Bricker, D., & Kaufman, M. J. (1996). Integrated approaches to preventing antisocial behavior patterns among school-age children and young. *Journal of Emotional and Behavioral Disorders*, 4, 194–209.

Watts, J. L. (2008). Study Island scientific research base. Retrieved December 22, 2008 from

<http://www.studyisland.com/salesheets/SI%20Foundational%20Report%207-25-08.pdf>

Tier: Tier 1

Activity - PD related to Webb's Depth of Knowledge	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and administrators will participate with PD related to Webb's Depth of Knowledge to learn how to develop curriculum based on Bloom's levels and learn how to create meaningful assessments. (ISD Staff)	Professional Learning	Tier 1	Getting Ready	06/13/2014	06/30/2016	\$0	No Funding Required	Professional Trainers

Activity - Implement Depth of Knowledge	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitor implementation of Depth of Knowledge Strategy using classroom walk-throughs and professional learning community work. (Administrative costs, MASSP)	Direct Instruction	Tier 1	Getting Ready	06/13/2014	06/30/2016	\$0	No Funding Required	Administrators, Teachers

Activity - Process Checks	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitor student data and student progress.	Teacher Collaboration	Tier 1	Monitor	07/01/2015	06/30/2016	\$0	No Funding Required	Administrators, Teachers

Activity - Monitor Implementation of DOK	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitor implementation of Depth of Knowledge Strategy using Learning Walks and professional learning community work. (Administrative costs, MASSP)	Walkthrough	Tier 1	Getting Ready	07/01/2015	06/30/2016	\$0	No Funding Required	Administrators, Teachers



## Goal 2: All students at Madison High School will become proficient in mathematics.

### Measurable Objective 1:

57% of All Students will demonstrate a proficiency toward the core academic areas in Mathematics by 06/30/2016 as measured by State Assessments.

### Strategy 1:

Planning and Preparation - UbD - Staff will participate with professional development related to Understanding by Design (UbD) and utilize UbD to guide their planning and preparation to improve student proficiency.

Category:

Research Cited: Wiggins, G., & McTighe, J. (1998). Understanding by design. Alexandria, VA: Association for Supervision and Curriculum Development.

Tier: Tier 1

Activity - Administrator/Teacher Training on UbD	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Faculty will participate in professional development to introduce the UbD model.	Professional Learning	Tier 1	Monitor	06/13/2014	06/30/2016	\$0	No Funding Required	Administrators, Teachers
Activity - Teacher Training on UbD	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional trainers will conduct ongoing professional development embedded in the District to support planning for future implementation and utilization of UbD model.	Professional Learning	Tier 1	Implement	06/13/2014	06/30/2016	\$0	No Funding Required	Professional Trainer(s), Administrators, Teachers
Activity - Grade/Department Level Professional Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will participate in departmental and/or grade level meetings as part of a professional learning community.	Professional Learning	Tier 1	Implement	06/13/2014	06/30/2016	\$0	No Funding Required	Administrators, Teachers
Activity - Construct a unit using UbD	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will utilize UbD resources to collaboratively create, plan, and prepare to ensure horizontal and vertical alignment.	Teacher Collaboration	Tier 1	Implement	07/01/2015	06/30/2016	\$0	No Funding Required	Teachers

## School Improvement Plan

Madison High School

Activity - Submit Unit Plan	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each grade or department will submit to the building principal a unit plan.	Professional Learning	Tier 1	Monitor	06/13/2014	06/30/2016	\$0	No Funding Required	Administrators, Teachers

### Strategy 2:

Instruction and Learning: Gradual Release of Responsibility Model - All content area staff will utilize the Gradual Release of Responsibility model to ensure students learning.

Category:

Research Cited: Fisher, D. and N. Frey, (2008). Better learning through structured teaching: a framework for the gradual release of responsibility, Association for Supervision and Curriculum Development, Alexandria, Virginia.

Pearson, P. D. and M. C. Gallagher, The Instruction of Reading Comprehension, (1983) Contemporary Educational Psychology, 8, pp. 317-344.

Tier: Tier 1

Activity - Gradual Release of Responsibility	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will participate with ongoing professional development embedded in the district to support the Gradual Release of Responsibility model.	Professional Learning	Tier 1	Implement	06/13/2014	06/30/2016	\$0	No Funding Required	Administrators, Teachers

Activity - Grade/Department Level professional Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will participate in departmental and/or grade level meetings as part of a professional learning community.	Professional Learning	Tier 1	Implement	06/13/2014	06/30/2016	\$0	No Funding Required	Teachers

Activity - Implement the Gradual Release of Responsibility	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will implement the Gradual Release of Responsibility model.	Direct Instruction	Tier 1	Implement	06/13/2014	06/30/2016	\$0	No Funding Required	Teachers

Activity - Formative Assessments and Focus Lessons	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will document the evidence of formative assessments and focus lessons (mini-lessons) within lesson plans and administration and LISD staff will monitor the implementation of the Gradual Release of Responsibility model through classroom walkthroughs and MDE Program Model. (Administrative costs, MASSP)	Walkthrough	Tier 1	Evaluate	06/13/2014	06/30/2016	\$0	No Funding Required	Administrators, Teachers

## School Improvement Plan

Madison High School

Activity - Student Achievement to Guide Small Group	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District staff will use student achievement data (NWEA Classroom Breakdown report, AIMSweb, locally developed assessments, etc.) to guide small group instruction.	Academic Support Program	Tier 1	Monitor	06/13/2014	06/30/2016	\$0	No Funding Required	Literacy Coach, Teachers, Administrators
Activity - Culture of Achievement Program (CAP)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will receive homework support during lunch and after school in the Culture of Achievement Program. (Program costs)	Academic Support Program	Tier 1	Implement	06/13/2014	06/30/2016	\$0	No Funding Required	Administrators, Teachers
Activity - Student Success Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Student Success program will be provided to support at-risk youth at the secondary level. (Student Success Coach)	Academic Support Program	Tier 1	Implement	06/13/2014	06/30/2016	\$0	No Funding Required	Student Success Coach
Activity - Homeless Tutoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Tutoring support will be provided for homeless high school students.	Academic Support Program	Tier 1	Implement	06/13/2014	06/30/2016	\$0	No Funding Required	Administrators, Teachers
Activity - Research-Based Tiered Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Research-based Tiered Interventions – District staff will implement an effective, research based, multi-tiered model of instruction/intervention support through the use of school-wide strategies and intervention instruction to students who qualify below the 30th percentile to increase reading, writing, mathematics, science, and social studies achievement. Timely assistance will be provided to students with difficulty meeting standards through additional tiered intervention support by Title I paraprofessionals, bilingual assistant, Literacy Coach, Title I Paras, and/or Kindergarten Aides. (EBLI, Close and Critical Reading, CAP, After school tutoring/small groups)	Academic Support Program	Tier 1	Implement	07/01/2015	06/30/2016	\$0	No Funding Required	Title I paraprofessionals, bilingual assistant, Literacy Coach, Title I Paraprofessionals, Stakeholder and Parent Involvement Coordinator

## School Improvement Plan

Madison High School

### Strategy 3:

Instruction and Learning: Response to Text - Staff will facilitate academic literacy strategies (response to text) in all content areas.

Category:

Research Cited: Assessing Students' Skills at Writing Analytically in Response to Texts. Correnti, Richard; Matsumura, Lindsay Clare; Hamilton, Laura; Wang, Elaine, Elementary School Journal, v114 n2 p142-177 Dec 2013 Teaching for Writing Expository Responses to Narrative Texts, Cummins, Sunday; Quiroa, Ruth E. Reading Teacher, v65 n6 p381-386 Mar 2012

Tier: Tier 1

Activity - Research-based Professional Development related to	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate with professional development related to responding to text and/or research-based PD related to literacy.	Professional Learning	Tier 1	Implement	06/13/2014	06/30/2016	\$0	No Funding Required	Professional Facilitators, Administrators, Teachers

Activity - Facilitate Response to Text	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will facilitate response to text methods within the first month of instruction.	Direct Instruction	Tier 1	Implement	06/13/2014	06/30/2016	\$0	No Funding Required	Teachers

Activity - Monitor Implementation of Response to Text	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrators will monitor implementation using classroom walkthroughs, discussions during common planning time/staff meetings and reviewing samples of student's work. (Administrative costs, MASSP)	Walkthrough	Tier 1	Monitor	06/13/2014	06/30/2016	\$0	No Funding Required	Administrators, Teachers

### Strategy 4:

Monitoring, Assessment, and Follow-Up - Depth of Knowledge - Teachers will model depth of knowledge levels 2 and 3 (Skills and Concepts & Strategic Thinking and Reasoning) on a daily basis.

Category:

Research Cited: Pasley, J. (2002). The role of instructional materials in professional development: Lessons learned from the LSC community.

<http://www.horizonresearch.com/LSC/news/pasley2002.php>. [Accessed December 7, 2004.] [www.pdmathsci.net](http://www.pdmathsci.net), March 6, 2006 National Association of State Directors of Special Education. (2005). Response to intervention: Policy considerations and implementations. Alexandria, VA: Author. Reschly, D. J. (2005). Learning disabilities identification: Primary intervention, secondary intervention, and then what? Journal of Learning Disabilities, 38, 510-515.

Torgesen, J. K., Wagner, R. K., Rashotte, C. A., Rose, E., Lindamood, P., Conway, T., & Garvan, C. (1999). Preventing reading failure in young children with

## School Improvement Plan

Madison High School

phonological processing disabilities: Group and individual responses to instruction. *Journal of Educational Psychology*, 91, 579–593. Vaughn, S. (2003, December).

How many tiers are needed for response to intervention to achievement acceptable prevention outcomes? Paper presented at the National Research Center on Learning Disabilities Responsiveness-to-Intervention Symposium, Kansas City, MO. Retrieved online December 14, 2008 from

<http://www.nrcld.org/symposium2003/vaughn/vaughn.pdf> Vaughn, S., Linan-Thompson, S., & Hickman, P. (2003).

Response to instruction as a means of identifying students with reading/learning disabilities. *Exceptional Children*, 69, 391–409.

Vellutino, F. R., Scanlon, D. M., Sipay, E. R., Small, S. G., Pratt, A., Chen, R., & Denckla, M. B. (1996).

Cognitive profiles of difficult-to-remediate and readily remediated poor readers: Early intervention as a vehicle for distinguishing between cognitive and experiential deficits as basic causes of specific reading disability. *Journal of Educational Psychology*, 88, 601–638.

Walker, H. M., Homer, R. H., Sugai, G., Bullis, M., Sprague, J. R., Bricker, D., & Kaufman, M. J. (1996). Integrated approaches to preventing antisocial behavior patterns among school-age children and young. *Journal of Emotional and Behavioral Disorders*, 4, 194–209.

Watts, J. L. (2008). Study Island scientific research base. Retrieved December 22, 2008 from

<http://www.studyisland.com/salesheets/SI%20Foundational%20Report%207-25-08.pdf>

Tier: Tier 1

Activity - PD related to Webb's Depth of Knowledge	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and administrators will participate with PD related to Webb's Depth of Knowledge to learn how to develop curriculum based on Bloom's levels and learn how to create meaningful assessments. (ISD Staff)	Professional Learning	Tier 1	Getting Ready	06/13/2014	06/30/2016	\$0	No Funding Required	Professional Trainers

Activity - Implement Depth of Knowledge	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitor implementation of Depth of Knowledge Strategy using classroom walk-throughs and professional learning community work. (Administrative costs, MASSP)	Direct Instruction	Tier 1	Getting Ready	06/13/2014	06/30/2016	\$0	No Funding Required	Administrators, Teachers

Activity - Process Checks	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitor student data and student progress.	Teacher Collaboration	Tier 1	Monitor	06/13/2014	06/30/2016	\$0	No Funding Required	Administrators, Teachers

Activity - Monitor Implementation of DOK	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitor implementation of Depth of Knowledge Strategy using Learning Walks and professional learning community work. (Administrative costs, MASSP)	Walkthrough	Tier 1	Getting Ready	07/01/2015	06/30/2016	\$0	No Funding Required	Administrators, Teachers

## Goal 3: All students at Madison High School will become proficient in Science and Social Studies

### Measurable Objective 1:

49% of All Students will demonstrate a proficiency toward the core academic area in Science by 06/30/2016 as measured by State Assessments.

### (shared) Strategy 1:

Planning and Preparation - UbD - Staff will participate with professional development related to Understanding by Design (UbD) and utilize UbD to guide their planning and preparation to improve student proficiency.

Category:

Research Cited: Research Cited: Wiggins, G., & McTighe, J. (1998). Understanding by design. Alexandria, VA: Association for Supervision and Curriculum Development.

Tier: Tier 1

Activity - Administrator/Teacher Training on UbD	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Faculty will participate in professional development to introduce the UbD model.	Professional Learning	Tier 1	Monitor	06/13/2014	06/30/2016	\$0	No Funding Required	Administrators, Teachers
Activity - Teacher Training on UbD	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional trainers will conduct ongoing professional development embedded in the District to support planning for future implementation and utilization of UbD model.	Professional Learning	Tier 1	Implement	06/13/2014	06/30/2016	\$0	No Funding Required	Professional trainer(s), Administrators, Teachers
Activity - Grade/Department Level professional Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will participate in departmental and/or grade level meetings as part of a professional learning community.	Professional Learning	Tier 1	Implement	06/13/2014	06/30/2016	\$0	No Funding Required	Administrators, Teachers
Activity - Construct a unit using UbD	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will utilize UbD resources to collaboratively create, plan, and prepare to ensure horizontal and vertical alignment.	Teacher Collaboration	Tier 1	Implement	07/01/2015	06/30/2016	\$0	No Funding Required	Teachers

## School Improvement Plan

Madison High School

Activity - Submit Unit Plan	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each grade or department will submit to the building principal a unit plan.	Professional Learning	Tier 1	Monitor	06/13/2014	06/30/2016	\$0	No Funding Required	Administrators, Teachers

### (shared) Strategy 2:

Instruction and Learning: Gradual Release of Responsibility Model - All content area staff will utilize the Gradual Release of Responsibility model to ensure students learning.

Category:

Research Cited: Fisher, D. and N. Frey, (2008). Better learning through structured teaching: a framework for the gradual release of responsibility, Association for Supervision and Curriculum Development, Alexandria, Virginia.

Pearson, P. D. and M. C. Gallagher, The Instruction of Reading Comprehension, (1983) Contemporary Educational Psychology, 8, pp. 317-344.

Tier: Tier 1

Activity - Gradual Release of Responsibility	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will participate with ongoing professional development embedded in the district to support the Gradual Release of Responsibility model.	Professional Learning	Tier 1	Implement	06/13/2014	06/30/2016	\$0	No Funding Required	Administrators, Teachers

Activity - Grade/Department Level Professional Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will participate in departmental and/or grade level meetings as part of a professional learning community.	Professional Learning	Tier 1	Implement	06/13/2014	06/30/2016	\$0	No Funding Required	Teachers

Activity - Implement the Gradual Release of Responsibility	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will implement the Gradual Release of Responsibility model.	Direct Instruction	Tier 1	Implement	06/13/2014	06/30/2016	\$0	No Funding Required	Teachers

Activity - Formative Assessments and Focus Lessons	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will document the evidence of formative assessments and focus lessons (mini-lessons) within lesson plans and administration and LISD staff will monitor the implementation of the Gradual Release of Responsibility model through classroom walkthroughs and MDE Program Model. (Administrative costs, MASSP)	Walkthrough	Tier 1	Evaluate	06/13/2014	06/30/2016	\$0	No Funding Required	Administrators, Teachers

## School Improvement Plan

Madison High School

Activity - Student Achievement to Guide Small Group	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District staff will use student achievement data (NWEA Classroom Breakdown report, AIMSweb, locally developed assessments, etc.) to guide small group instruction.	Academic Support Program	Tier 1	Monitor	06/13/2014	06/30/2016	\$0	No Funding Required	Teachers, Administrators, Literacy Coach
Activity - Culture of Achievement Program (CAP)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will receive homework support during lunch and after school in the Culture of Achievement Program. (Program costs)	Academic Support Program	Tier 1	Implement	06/13/2014	06/30/2016	\$0	No Funding Required	Administrators, Teachers
Activity - Student Success Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Student Success program will be provided to support at-risk youth at the secondary level. (Student Success Coach)	Academic Support Program	Tier 1	Implement	06/13/2014	06/30/2016	\$0	No Funding Required	Student Success Coach
Activity - Homeless Tutoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Tutoring support will be provided for homeless high school students.	Academic Support Program	Tier 1	Implement	06/13/2014	06/30/2016	\$0	No Funding Required	Administrators, Teachers
Activity - Research-Based Tiered Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Research-based Tiered Interventions – District staff will implement an effective, research based, multi-tiered model of instruction/intervention support through the use of school-wide strategies and intervention instruction to students who qualify below the 30th percentile to increase reading, writing, mathematics, science, and social studies achievement. Timely assistance will be provided to students with difficulty meeting standards through additional tiered intervention support by Title I paraprofessionals, bilingual assistant, Literacy Coach, Title I Paras, and/or Kindergarten Aides. (EBLI, Close and Critical Reading, CAP, After school tutoring/small groups)	Academic Support Program	Tier 1	Implement	07/01/2015	06/30/2016	\$0	No Funding Required	Title I paraprofessionals, bilingual assistant, Literacy Coach, Title I Paras, Stakeholders and Parent Involvement Coordinator



## School Improvement Plan

Madison High School

### (shared) Strategy 3:

Instruction and Learning: Response to Text - Staff will facilitate academic literacy strategies (response to text) in all content areas.

Category:

Research Cited: Assessing Students' Skills at Writing Analytically in Response to Texts. Correnti, Richard; Matsumura, Lindsay Clare; Hamilton, Laura; Wang, Elaine, Elementary School Journal, v114 n2 p142-177 Dec 2013

Teaching for Writing Expository Responses to Narrative Texts, Cummins, Sunday; Quiroa, Ruth E. Reading Teacher, v65 n6 p381-386 Mar 2012

Tier: Tier 1

Activity - Research-based Professional Development related to	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate with professional development related to responding to text and/or research-based PD related to literacy.	Professional Learning	Tier 1	Implement	06/13/2014	06/30/2016	\$0	No Funding Required	Professional Facilitators, Administrators, Teachers

Activity - Facilitate Response to Text	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will facilitate response to text methods within the first month of instruction.	Direct Instruction	Tier 1	Implement	06/13/2014	06/30/2016	\$0	No Funding Required	Teachers

Activity - Monitor Implementation of Response to Text	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrators will monitor implementation using classroom walk-throughs, discussions during common planning time/staff meetings and reviewing samples of student's work. (Administrative costs, MASSP)	Walkthrough	Tier 1	Monitor	06/13/2014	06/30/2016	\$0	No Funding Required	Administrators, Teachers

### (shared) Strategy 4:

Monitoring, Assessment, and Follow-Up - Depth of Knowledge - Teachers will model depth of knowledge levels 2 and 3 (Skills and Concepts & Strategic Thinking and Reasoning) on a daily basis.

Category:

Research Cited: Pasley, J. (2002). The role of instructional materials in professional development: Lessons learned from the LSC community.

<http://www.horizonresearch.com/LSC/news/pasley2002.php>. [Accessed December 7, 2004.] [www.pdmathsci.net](http://www.pdmathsci.net), March 6, 2006 National Association of State Directors of Special Education. (2005). Response to intervention: Policy considerations and implementations. Alexandria, VA: Author.

Reschly, D. J. (2005). Learning disabilities identification: Primary intervention, secondary intervention, and then what? Journal of Learning Disabilities, 38, 510–515.

Torgesen, J. K., Wagner, R. K., Rashotte, C. A., Rose, E., Lindamood, P., Conway, T., & Garvan, C. (1999). Preventing reading failure in young children with

## School Improvement Plan

Madison High School

phonological processing disabilities: Group and individual responses to instruction. *Journal of Educational Psychology*, 91, 579–593. Vaughn, S. (2003, December).

How many tiers are needed for response to intervention to achievement acceptable prevention outcomes? Paper presented at the National Research Center on Learning Disabilities Responsiveness-to-Intervention Symposium, Kansas City, MO. Retrieved online December 14, 2008 from <http://www.nrcld.org/symposium2003/vaughn/vaughn.pdf> Vaughn, S., Linan-Thompson, S., & Hickman, P. (2003).

Response to instruction as a means of identifying students with reading/learning disabilities. *Exceptional Children*, 69, 391–409.

Vellutino, F. R., Scanlon, D. M., Sipay, E. R., Small, S. G., Pratt, A., Chen, R., & Denckla, M. B. (1996).

Cognitive profiles of difficult-to-remediate and readily remediated poor readers: Early intervention as a vehicle for distinguishing between cognitive and experiential deficits as basic causes of specific reading disability. *Journal of Educational Psychology*, 88, 601–638.

Walker, H. M., Homer, R. H., Sugai, G., Bullis, M., Sprague, J. R., Bricker, D., & Kaufman, M. J. (1996). Integrated approaches to preventing antisocial behavior patterns among school-age children and young. *Journal of Emotional and Behavioral Disorders*, 4, 194–209. Watts, J. L. (2008). Study Island scientific research base. Retrieved December 22, 2008 from

<http://www.studyisland.com/salesheets/SI%20Foundational%20Report%207-25-08.pdf>

Tier: Tier 1

Activity - PD related to Webb's Depth of Knowledge	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and administrators will participate with PD related to Webb's Depth of Knowledge to learn how to develop curriculum based on Bloom's levels and learn how to create meaningful assessments. (ISD Staff)	Professional Learning	Tier 1	Getting Ready	06/13/2014	06/30/2016	\$0	No Funding Required	Professional Trainers
Activity - Implement Depth of Knowledge	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitor implementation of Depth of Knowledge Strategy using classroom walk-throughs and professional learning community work. (Administrative costs, MASSP)	Direct Instruction	Tier 1	Getting Ready	06/13/2014	06/30/2016	\$0	No Funding Required	Administrators, Teachers
Activity - Process Checks	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitor student data and student progress.	Teacher Collaboration	Tier 1	Monitor	07/01/2015	06/30/2016	\$0	No Funding Required	Administrators, Teachers
Activity - Monitor Implementation of DOK	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitor implementation of Depth of Knowledge Strategy using walk-throughs and professional learning community work. (Administrative costs, MASSP)	Walkthrough	Tier 1	Getting Ready	07/01/2015	06/30/2016	\$0	No Funding Required	Administrators, Teachers

## School Improvement Plan

Madison High School

### Measurable Objective 2:

58% of All Students will demonstrate a proficiency of concepts in Social Studies by 06/30/2016 as measured by State Assessments.

### (shared) Strategy 1:

Planning and Preparation - UbD - Staff will participate with professional development related to Understanding by Design (UbD) and utilize UbD to guide their planning and preparation to improve student proficiency.

Category:

Research Cited: Research Cited: Wiggins, G., & McTighe, J. (1998). Understanding by design. Alexandria, VA: Association for Supervision and Curriculum Development.

Tier: Tier 1

Activity - Administrator/Teacher Training on UbD	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Faculty will participate in professional development to introduce the UbD model.	Professional Learning	Tier 1	Monitor	06/13/2014	06/30/2016	\$0	No Funding Required	Administrators, Teachers

Activity - Teacher Training on UbD	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional trainers will conduct ongoing professional development embedded in the District to support planning for future implementation and utilization of UbD model.	Professional Learning	Tier 1	Implement	06/13/2014	06/30/2016	\$0	No Funding Required	Professional trainer(s), Administrators, Teachers

Activity - Grade/Department Level professional Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will participate in departmental and/or grade level meetings as part of a professional learning community.	Professional Learning	Tier 1	Implement	06/13/2014	06/30/2016	\$0	No Funding Required	Administrators, Teachers

Activity - Construct a unit using UbD	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will utilize UbD resources to collaboratively create, plan, and prepare to ensure horizontal and vertical alignment.	Teacher Collaboration	Tier 1	Implement	07/01/2015	06/30/2016	\$0	No Funding Required	Teachers

Activity - Submit Unit Plan	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## School Improvement Plan

Madison High School

Each grade or department will submit to the building principal a unit plan.	Professional Learning	Tier 1	Monitor	06/13/2014	06/30/2016	\$0	No Funding Required	Administrators, Teachers
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### (shared) Strategy 2:

Instruction and Learning: Gradual Release of Responsibility Model - All content area staff will utilize the Gradual Release of Responsibility model to ensure students learning.

Category:

Research Cited: Fisher, D. and N. Frey, (2008). Better learning through structured teaching: a framework for the gradual release of responsibility, Association for Supervision and Curriculum Development, Alexandria, Virginia.

Pearson, P. D. and M. C. Gallagher, The Instruction of Reading Comprehension, (1983) Contemporary Educational Psychology, 8, pp. 317-344.

Tier: Tier 1

Activity - Gradual Release of Responsibility	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will participate with ongoing professional development embedded in the district to support the Gradual Release of Responsibility model.	Professional Learning	Tier 1	Implement	06/13/2014	06/30/2016	\$0	No Funding Required	Administrators, Teachers

Activity - Grade/Department Level Professional Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will participate in departmental and/or grade level meetings as part of a professional learning community.	Professional Learning	Tier 1	Implement	06/13/2014	06/30/2016	\$0	No Funding Required	Teachers

Activity - Implement the Gradual Release of Responsibility	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will implement the Gradual Release of Responsibility model.	Direct Instruction	Tier 1	Implement	06/13/2014	06/30/2016	\$0	No Funding Required	Teachers

Activity - Formative Assessments and Focus Lessons	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will document the evidence of formative assessments and focus lessons (mini-lessons) within lesson plans and administration and LISD staff will monitor the implementation of the Gradual Release of Responsibility model through classroom walkthroughs and MDE Program Model. (Administrative costs, MASSP)	Walkthrough	Tier 1	Evaluate	06/13/2014	06/30/2016	\$0	No Funding Required	Administrators, Teachers

## School Improvement Plan

Madison High School

Activity - Student Achievement to Guide Small Group	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District staff will use student achievement data (NWEA Classroom Breakdown report, AIMSweb, locally developed assessments, etc.) to guide small group instruction.	Academic Support Program	Tier 1	Monitor	06/13/2014	06/30/2016	\$0	No Funding Required	Teachers, Administrators, Literacy Coach
Activity - Culture of Achievement Program (CAP)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will receive homework support during lunch and after school in the Culture of Achievement Program. (Program costs)	Academic Support Program	Tier 1	Implement	06/13/2014	06/30/2016	\$0	No Funding Required	Administrators, Teachers
Activity - Student Success Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Student Success program will be provided to support at-risk youth at the secondary level. (Student Success Coach)	Academic Support Program	Tier 1	Implement	06/13/2014	06/30/2016	\$0	No Funding Required	Student Success Coach
Activity - Homeless Tutoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Tutoring support will be provided for homeless high school students.	Academic Support Program	Tier 1	Implement	06/13/2014	06/30/2016	\$0	No Funding Required	Administrators, Teachers
Activity - Research-Based Tiered Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Research-based Tiered Interventions – District staff will implement an effective, research based, multi-tiered model of instruction/intervention support through the use of school-wide strategies and intervention instruction to students who qualify below the 30th percentile to increase reading, writing, mathematics, science, and social studies achievement. Timely assistance will be provided to students with difficulty meeting standards through additional tiered intervention support by Title I paraprofessionals, bilingual assistant, Literacy Coach, Title I Paras, and/or Kindergarten Aides. (EBLI, Close and Critical Reading, CAP, After school tutoring/small groups)	Academic Support Program	Tier 1	Implement	07/01/2015	06/30/2016	\$0	No Funding Required	Title I paraprofessionals, bilingual assistant, Literacy Coach, Title I Paras, Stakeholders and Parent Involvement Coordinator

## School Improvement Plan

Madison High School

### (shared) Strategy 3:

Instruction and Learning: Response to Text - Staff will facilitate academic literacy strategies (response to text) in all content areas.

Category:

Research Cited: Assessing Students' Skills at Writing Analytically in Response to Texts. Correnti, Richard; Matsumura, Lindsay Clare; Hamilton, Laura; Wang, Elaine, Elementary School Journal, v114 n2 p142-177 Dec 2013

Teaching for Writing Expository Responses to Narrative Texts, Cummins, Sunday; Quiroa, Ruth E. Reading Teacher, v65 n6 p381-386 Mar 2012

Tier: Tier 1

Activity - Research-based Professional Development related to	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate with professional development related to responding to text and/or research-based PD related to literacy.	Professional Learning	Tier 1	Implement	06/13/2014	06/30/2016	\$0	No Funding Required	Professional Facilitators, Administrators, Teachers

Activity - Facilitate Response to Text	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will facilitate response to text methods within the first month of instruction.	Direct Instruction	Tier 1	Implement	06/13/2014	06/30/2016	\$0	No Funding Required	Teachers

Activity - Monitor Implementation of Response to Text	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrators will monitor implementation using classroom walk-throughs, discussions during common planning time/staff meetings and reviewing samples of student's work. (Administrative costs, MASSP)	Walkthrough	Tier 1	Monitor	06/13/2014	06/30/2016	\$0	No Funding Required	Administrators, Teachers

### (shared) Strategy 4:

Monitoring, Assessment, and Follow-Up - Depth of Knowledge - Teachers will model depth of knowledge levels 2 and 3 (Skills and Concepts & Strategic Thinking and Reasoning) on a daily basis.

Category:

Research Cited: Pasley, J. (2002). The role of instructional materials in professional development: Lessons learned from the LSC community.

<http://www.horizonresearch.com/LSC/news/pasley2002.php>. [Accessed December 7, 2004.] [www.pdmathsci.net](http://www.pdmathsci.net), March 6, 2006 National Association of State Directors of Special Education. (2005). Response to intervention: Policy considerations and implementations. Alexandria, VA: Author.

Reschly, D. J. (2005). Learning disabilities identification: Primary intervention, secondary intervention, and then what? Journal of Learning Disabilities, 38, 510–515.

Torgesen, J. K., Wagner, R. K., Rashotte, C. A., Rose, E., Lindamood, P., Conway, T., & Garvan, C. (1999). Preventing reading failure in young children with

## School Improvement Plan

Madison High School

phonological processing disabilities: Group and individual responses to instruction. *Journal of Educational Psychology*, 91, 579–593. Vaughn, S. (2003, December). How many tiers are needed for response to intervention to achievement acceptable prevention outcomes? Paper presented at the National Research Center on Learning Disabilities Responsiveness-to-Intervention Symposium, Kansas City, MO. Retrieved online December 14, 2008 from <http://www.nrcld.org/symposium2003/vaughn/vaughn.pdf> Vaughn, S., Linan-Thompson, S., & Hickman, P. (2003).

Response to instruction as a means of identifying students with reading/learning disabilities. *Exceptional Children*, 69, 391–409.

Vellutino, F. R., Scanlon, D. M., Sipay, E. R., Small, S. G., Pratt, A., Chen, R., & Denckla, M. B. (1996).

Cognitive profiles of difficult-to-remediate and readily remediated poor readers: Early intervention as a vehicle for distinguishing between cognitive and experiential deficits as basic causes of specific reading disability. *Journal of Educational Psychology*, 88, 601–638.

Walker, H. M., Homer, R. H., Sugai, G., Bullis, M., Sprague, J. R., Bricker, D., & Kaufman, M. J. (1996). Integrated approaches to preventing antisocial behavior patterns among school-age children and young. *Journal of Emotional and Behavioral Disorders*, 4, 194–209. Watts, J. L. (2008). Study Island scientific research base. Retrieved December 22, 2008 from

<http://www.studyisland.com/salesheets/SI%20Foundational%20Report%207-25-08.pdf>

Tier: Tier 1

Activity - PD related to Webb's Depth of Knowledge	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and administrators will participate with PD related to Webb's Depth of Knowledge to learn how to develop curriculum based on Bloom's levels and learn how to create meaningful assessments. (ISD Staff)	Professional Learning	Tier 1	Getting Ready	06/13/2014	06/30/2016	\$0	No Funding Required	Professional Trainers

Activity - Implement Depth of Knowledge	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitor implementation of Depth of Knowledge Strategy using classroom walk-throughs and professional learning community work. (Administrative costs, MASSP)	Direct Instruction	Tier 1	Getting Ready	06/13/2014	06/30/2016	\$0	No Funding Required	Administrators, Teachers

Activity - Process Checks	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitor student data and student progress.	Teacher Collaboration	Tier 1	Monitor	07/01/2015	06/30/2016	\$0	No Funding Required	Administrators, Teachers

Activity - Monitor Implementation of DOK	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitor implementation of Depth of Knowledge Strategy using walk-throughs and professional learning community work. (Administrative costs, MASSP)	Walkthrough	Tier 1	Getting Ready	07/01/2015	06/30/2016	\$0	No Funding Required	Administrators, Teachers

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Teacher Training on UbD	Professional trainers will conduct ongoing professional development embedded in the District to support planning for future implementation and utilization of UbD model.	Professional Learning	Tier 1	Implement	06/13/2014	06/30/2016	\$9955	Professional trainer(s), Administrators, Teachers
Formative Assessments and Focus Lessons	All staff will document the evidence of formative assessments and focus lessons (mini-lessons) within lesson plans and administration and LISD staff will monitor the implementation of the Gradual Release of Responsibility model through classroom walkthroughs and MDE Program Model. (Administrative costs, MASSP)	Walkthrough	Tier 1	Evaluate	06/13/2014	06/30/2016	\$3532	Teachers, Administrators

### No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Administrator/Teacher Training on UbD	Faculty will participate in professional development to introduce the UbD model.	Professional Learning	Tier 1	Monitor	06/13/2014	06/30/2016	\$0	Administrators, Teachers



# School Improvement Plan

Madison High School

Research-Based Tiered Interventions	Research-based Tiered Interventions – District staff will implement an effective, research based, multi-tiered model of instruction/intervention support through the use of school-wide strategies and intervention instruction to students who qualify below the 30th percentile to increase reading, writing, mathematics, science, and social studies achievement. Timely assistance will be provided to students with difficulty meeting standards through additional tiered intervention support by Title I paraprofessionals, bilingual assistant, Literacy Coach, Title I Paras, and/or Kindergarten Aides. (EBLI, Close and Critical Reading, CAP, After school tutoring/small groups)	Academic Support Program	Tier 1	Implement	07/01/2015	06/30/2016	\$0	Title I paraprofessionals, bilingual assistant, Literacy Coach, Title I Paras, Stakeholders and Parent Involvement Coordinator
Process Checks	Monitor student data and student progress.	Teacher Collaboration	Tier 1	Monitor	06/13/2014	06/30/2016	\$0	Administrators, Teachers
Facilitate Response to Text	All staff will facilitate response to text methods within the first month of instruction.	Direct Instruction	Tier 1	Implement	06/13/2014	06/30/2016	\$0	Teachers
Research-based Professional Development related to	Teachers will participate with professional development related to responding to text and/or research-based PD related to literacy.	Professional Learning	Tier 1	Implement	06/13/2014	06/30/2016	\$0	Professional Facilitators, Administrators, Teachers
Monitor Implementation of DOK	Monitor implementation of Depth of Knowledge Strategy using walk-throughs and professional learning community work. (Administrative costs, MASSP)	Walkthrough	Tier 1	Getting Ready	07/01/2015	06/30/2016	\$0	Administrators, Teachers
Implement Depth of Knowledge	Monitor implementation of Depth of Knowledge Strategy using classroom walk-throughs and professional learning community work. (Administrative costs, MASSP)	Direct Instruction	Tier 1	Getting Ready	06/13/2014	06/30/2016	\$0	Administrators, Teachers
Formative Assessments and Focus Lessons	All staff will document the evidence of formative assessments and focus lessons (mini-lessons) within lesson plans and administration and LISD staff will monitor the implementation of the Gradual Release of Responsibility model through classroom walkthroughs and MDE Program Model. (Administrative costs, MASSP)	Walkthrough	Tier 1	Evaluate	06/13/2014	06/30/2016	\$0	Administrators, Teachers
Grade/Department Level Professional Learning	All staff will participate in departmental and/or grade level meetings as part of a professional learning community.	Professional Learning	Tier 1	Implement	06/13/2014	06/30/2016	\$0	Teachers

# School Improvement Plan

Madison High School

Research-based Professional Development related to	Teachers will participate with professional development related to responding to text and/or research-based PD related to literacy.	Professional Learning	Tier 1	Implement	06/13/2014	06/30/2016	\$0	Professional Facilitators, Administrators, Teachers
Homeless Tutoring	Tutoring support will be provided for homeless high school students.	Academic Support Program	Tier 1	Implement	06/13/2014	06/30/2016	\$0	Administrators, Teachers
Monitor Implementation of DOK	Monitor implementation of Depth of Knowledge Strategy using Learning Walks and professional learning community work. (Administrative costs, MASSP)	Walkthrough	Tier 1	Getting Ready	07/01/2015	06/30/2016	\$0	Administrators, Teachers
Grade/Department Level Professional Learning	All staff will participate in departmental and/or grade level meetings as part of a professional learning community.	Professional Learning	Tier 1	Implement	06/13/2014	06/30/2016	\$0	Administrators, Teachers
Monitor Implementation of Response to Text	Administrators will monitor implementation using classroom alk-throughs, discussions during common planning time/staff meetings and reviewing samples of student's work. (Administrative costs, MASSP)	Walkthrough	Tier 1	Monitor	06/13/2014	06/30/2016	\$0	Administrators, Teachers
Student Achievement to Guide Small Group	District staff will use student achievement data (NWEA Classroom Breakdown report, AIMSweb, locally developed assessments, etc.) to guide small group instruction.	Academic Support Program	Tier 1	Monitor	06/13/2014	06/30/2016	\$0	Teachers, Administrators, Literacy Coach
PD related to Webb's Depth of Knowledge	Teachers and administrators will participate with PD related to Webb's Depth of Knowledge to learn how to develop curriculum based on Bloom's levels and learn how to create meaningful assessments. (ISD Staff)	Professional Learning	Tier 1	Getting Ready	06/13/2014	06/30/2016	\$0	Professional Trainers
Process Checks	Monitor student data and student progress.	Teacher Collaboration	Tier 1	Monitor	07/01/2015	06/30/2016	\$0	Administrators, Teachers
Student Achievement to Guide Small Group	District staff will use student achievement data (NWEA Classroom Breakdown report, AIMSweb, locally developed assessments, etc.) to guide small group instruction.	Academic Support Program	Tier 1	Monitor	06/13/2014	06/30/2016	\$0	Literacy Coach, Teachers, Administrators
Facilitate Response to Text	All staff will facilitate response to text methods within the first month of instruction.	Direct Instruction	Tier 1	Implement	06/13/2014	06/30/2016	\$0	Teachers
Construct a unit using UbD	All staff will utilize UbD resources to collaboratively create, plan, and prepare to ensure horizontal and vertical alignment.	Teacher Collaboration	Tier 1	Implement	07/01/2015	06/30/2016	\$0	Teachers
Submit Unit Plan	Each grade or department will submit to the building principal a unit plan.	Professional Learning	Tier 1	Monitor	06/13/2014	06/17/2015	\$0	Administrators, Teachers

# School Improvement Plan

Madison High School

Research-based Professional Development related to literacy	Teachers will participate with professional development related to responding to text and/or research-based PD related to literacy.	Professional Learning	Tier 1	Implement	06/13/2014	06/30/2016	\$0	Professional Facilitators, Administrators, Teachers
Teacher Training on UbD	Professional trainers will conduct ongoing professional development embedded in the District to support planning for future implementation and utilization of UbD model.	Professional Learning	Tier 1	Implement	06/13/2014	06/30/2016	\$0	Professional Trainer(s), Administrators, Teachers
Culture of Achievement Program (CAP)	Students will receive homework support during lunch and after school in the Culture of Achievement Program. (Program costs)	Academic Support Program	Tier 1	Implement	06/13/2014	06/30/2016	\$0	Administrators, Teachers
Facilitate Response to Text	All staff will facilitate response to text methods within the first month of instruction.	Direct Instruction	Tier 1	Implement	06/13/2014	06/30/2016	\$0	Teachers
Implement the Gradual Release of Responsibility	All staff will implement the Gradual Release of Responsibility model.	Direct Instruction	Tier 1	Implement	06/13/2014	06/30/2016	\$0	Teachers
Research-Based Tiered Interventions	Research-based Tiered Interventions – District staff will implement an effective, research based, multi-tiered model of instruction/intervention support through the use of school-wide strategies and intervention instruction to students who qualify below the 30th percentile to increase reading, writing, mathematics, science, and social studies achievement. Timely assistance will be provided to students with difficulty meeting standards through additional tiered intervention support by Title I paraprofessionals, bilingual assistant, Literacy Coach, Title I Paraprofessionals, Stakeholder and Parent Involvement Coordinator	Academic Support Program	Tier 1	Implement	07/01/2015	06/30/2016	\$0	Title I paraprofessionals, bilingual assistant, Literacy Coach, Title I Paraprofessionals, Stakeholder and Parent Involvement Coordinator
Administrator/Teacher Training on UbD	Faculty will participate in professional development to introduce the UbD model.	Professional Learning	Tier 1	Monitor	06/13/2014	06/30/2016	\$0	Administrators, Teachers
Process Checks	Monitor student data and student progress.	Teacher Collaboration	Tier 1	Monitor	07/01/2015	06/30/2016	\$0	Administrators, Teachers
Grade/Department Level professional Learning	All staff will participate in departmental and/or grade level meetings as part of a professional learning community.	Professional Learning	Tier 1	Implement	06/13/2014	06/30/2016	\$0	Administrators, Teachers
Monitor Implementation of DOK	Monitor implementation of Depth of Knowledge Strategy using Learning Walks and professional learning community work. (Administrative costs, MASSP)	Walkthrough	Tier 1	Getting Ready	07/01/2015	06/30/2016	\$0	Administrators, Teachers

## School Improvement Plan

Madison High School

Grade/Department Level professional Learning	All staff will participate in departmental and/or grade level meetings as part of a professional learning community.	Professional Learning	Tier 1	Implement	06/13/2014	06/30/2016	\$0	Administrators, Teachers
Submit Unit Plan	Each grade or department will submit to the building principal a unit plan.	Professional Learning	Tier 1	Monitor	06/13/2014	06/30/2016	\$0	Administrators, Teachers
Teacher Training on UbD	Professional trainers will conduct ongoing professional development embedded in the District to support planning for future implementation and utilization of UbD model.	Professional Learning	Tier 1	Implement	06/13/2014	06/30/2016	\$0	Professional trainer(s), Administrators, Teachers
Monitor Implementation of Response to Text	Administrators will monitor implementation using classroom walk-throughs, discussions during common planning time/staff meetings and reviewing samples of student's work. (Administrative costs, MASSP)	Walkthrough	Tier 1	Monitor	06/13/2014	06/30/2016	\$0	Administrators, Teachers
Gradual Release of Responsibility	Staff will participate with ongoing professional development embedded in the district to support the Gradual Release of Responsibility model.	Professional Learning	Tier 1	Implement	06/13/2014	06/30/2016	\$0	Administrators, Teachers
Culture of Achievement Program (CAP)	Students will receive homework support during lunch and after school in the Culture of Achievement Program. (Program costs)	Academic Support Program	Tier 1	Implement	06/13/2014	06/30/2016	\$0	Administrators, Teachers
Implement Depth of Knowledge	Monitor implementation of Depth of Knowledge Strategy using classroom walk-throughs and professional learning community work. (Administrative costs, MASSP)	Direct Instruction	Tier 1	Getting Ready	06/13/2014	06/30/2016	\$0	Administrators, Teachers
Administrator/Teacher Training on UbD	Faculty will participate in professional development to introduce the UbD model.	Professional Learning	Tier 1	Monitor	06/13/2014	06/30/2016	\$0	Administrators, Teachers
Student Success Program	Student Success program will be provided to support at-risk youth at the secondary level. (Student Success Coach)	Academic Support Program	Tier 1	Implement	06/13/2014	06/30/2016	\$0	Student Success Coach
Gradual Release of Responsibility	Staff will participate with ongoing professional development embedded in the district to support the Gradual Release of Responsibility model.	Professional Learning	Tier 1	Implement	06/13/2014	06/30/2016	\$0	Administrators, Teachers
Implement the Gradual Release of Responsibility	All staff will implement the Gradual Release of Responsibility model.	Direct Instruction	Tier 1	Implement	06/13/2014	06/30/2016	\$0	Teachers
Construct a unit using UbD	All staff will utilize UbD resources to collaboratively create, plan, and prepare to ensure horizontal and vertical alignment.	Teacher Collaboration	Tier 1	Implement	07/01/2015	06/30/2016	\$0	Teachers
Formative Assessments and Focus Lessons	All staff will document the evidence of formative assessments and focus lessons (mini-lessons) within lesson plans and administration and LISD staff will monitor the implementation of the Gradual Release of Responsibility model through classroom walkthroughs and MDE Program Model. (Administrative costs, MASSP)	Walkthrough	Tier 1	Evaluate	06/13/2014	06/30/2016	\$0	Administrators, Teachers

## School Improvement Plan

Madison High School

Student Success Program	Student Success program will be provided to support at-risk youth at the secondary level. (Student Success Coach)	Academic Support Program	Tier 1	Implement	06/13/2014	06/30/2016	\$0	Student Success Coach
Student Achievement to Guide Small Group	District staff will use student achievement data (NWEA Classroom Breakdown report, AIMSweb, locally developed assessments, etc.) to guide small group instruction.	Academic Support Program	Tier 1	Monitor	06/13/2014	06/30/2016	\$0	Teachers, Literacy Coach, Administrators
Homeless Tutoring	Tutoring support will be provided for homeless high school students.	Academic Support Program	Tier 1	Implement	06/13/2014	06/30/2016	\$0	Administrators, Teachers
Construct a unit using UbD	All staff will utilize UbD resources to collaboratively create, plan, and prepare to ensure horizontal and vertical alignment.	Teacher Collaboration	Tier 1	Implement	07/01/2015	06/30/2016	\$0	Teachers
PD related to Webb's Depth of Knowledge	Teachers and administrators will participate with PD related to Webb's Depth of Knowledge to learn how to develop curriculum based on Bloom's levels and learn how to create meaningful assessments. (ISD Staff)	Professional Learning	Tier 1	Getting Ready	06/13/2014	06/30/2016	\$0	Professional Trainers
Grade/Department Level professional Learning	All staff will participate in departmental and/or grade level meetings as part of a professional learning community.	Professional Learning	Tier 1	Implement	06/13/2014	06/30/2016	\$0	Teachers
Implement Depth of Knowledge	Monitor implementation of Depth of Knowledge Strategy using classroom walk-throughs and professional learning community work. (Administrative costs, MASSP)	Direct Instruction	Tier 1	Getting Ready	06/13/2014	06/30/2016	\$0	Administrators, Teachers
PD - Gradual Release of Responsibility	Staff will participate with ongoing professional development embedded in the district to support the Gradual Release of Responsibility model.	Professional Learning	Tier 1	Implement	06/13/2014	06/30/2016	\$0	Administrators, Teachers
PD related to Webb's Depth of Knowledge	Teachers and administrators will participate with PD related to Webb's Depth of Knowledge to learn how to develop curriculum based on Bloom's levels and learn how to create meaningful assessments. (ISD Staff)	Professional Learning	Tier 1	Getting Ready	06/13/2014	06/30/2016	\$0	Professional Trainers
Monitor Implementation of Response to Text	Administrators will monitor implementation using classroom walk-throughs, discussions during common planning time/staff meetings and reviewing samples of student's work. (Administrative costs, MASSP)	Walkthrough	Tier 1	Monitor	06/13/2014	06/30/2016	\$0	Administrators, Teachers
Implement the Gradual Release of Responsibility	All staff will implement the Gradual Release of Responsibility model.	Direct Instruction	Tier 1	Implement	06/13/2014	06/30/2016	\$0	Teachers
Submit Unit Plan	Each grade or department will submit to the building principal a unit plan.	Professional Learning	Tier 1	Monitor	06/13/2014	06/30/2016	\$0	Administrators, Teachers

## School Improvement Plan

Madison High School

Grade/Department Level Professional Learning	All staff will participate in departmental and/or grade level meetings as part of a professional learning community.	Professional Learning	Tier 1	Implement	06/13/2014	06/30/2016	\$0	Teachers
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### Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Homeless Tutoring	Tutoring support will be provided for homeless high school students.	Academic Support Program	Tier 1	Implement	06/13/2014	06/30/2016	\$2178	Teachers, Administrators

### Section 31a

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Culture of Achievement Program (CAP)	Students will receive homework support during lunch and after school in the Culture of Achievement Program. (Program costs)	Academic Support Program	Tier 1	Implement	06/13/2014	06/30/2016	\$3905	Administrators, Teachers
Student Success Program	Student Success program will be provided to support at-risk youth at the secondary level. (Student Success Coach)	Academic Support Program	Tier 1	Implement	06/13/2014	06/30/2015	\$74584	Student Success Coach
Research-Based Tiered Interventions	Research-based Tiered Interventions – District staff will implement an effective, research based, multi-tiered model of instruction/intervention support through the use of school-wide strategies and intervention instruction to students who qualify below the 30th percentile to increase reading, writing, mathematics, science, and social studies achievement. Timely assistance will be provided to students with difficulty meeting standards through additional tiered intervention support by Title I paraprofessionals, bilingual assistant, Literacy Coach, Title I Paras, and/or Kindergarten Aides. (EBLI, Close and Critical Reading, CAP, After school tutoring/small groups)	Academic Support Program	Tier 1	Implement	07/01/2015	06/30/2016	\$0	Title I paraprofessionals, bilingual assistant, Literacy Coach, Title I Paraprofessionals, Stakeholder and Parent Involvement Coordinator