



# **School Improvement Plan**

**Sterling Heights High School**

**Warren Consolidated Schools**

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Sterling Heights, MI 48312-4202

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## **Introduction**

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

# **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?**

Sterling Heights High School has approximately 1,500 students. The results of our unchanged enrollment are as follows; - Staffing levels have remain unchanged - Fiscal Resource Allocations have decreased - Facility Planning-Evening activities are limited - NHS is an active after school activity - After school tutoring programs take place once a week for struggling students - Parent Involvement has decreased - Professional Development has not changed -Advertisement has increased due to Freshmen Orientation, and social networking and media outlets i.e facebook, twitter, etc. - Recruitment efforts have increased on various media sources and our open house.

## **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.**

Sterling Heights High School believes that an equal opportunity to learn is the right of all students. Staff will provide a variety of services & resources to improve student academic achievement. Staff will review & analyze best practices to actively engage students in the learning process. SHHS will expect, insist & support. Students learn best when staff maintains high expectations for learning. Our vision is that Sterling Heights High School envisions all students empowered to achieve dynamic outcomes in academic, personal & social endeavors. Our mission states that SHHS will provide excellent instruction to promote life-long achievement.



## **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.**

Sterling Heights High School has kept its high standard of excellence for the past three years.

- SHHS has adopted the Common Core curriculum and new technology.
- Ranked by US News and World Report as one of the Best High Schools for 2012 and 2015 for both the state and the nation.
- Ranked by Newsweek as one of the Best High Schools for 2013 in the nation.
- The AP program was expanded with new course offerings and we have the largest AP Psychology program in the state.
- We have made changes to improve special populations at our school including Title III programs for ELL students. We have implemented a Resource Center to assist our special education population. We have also created a Peer to Peer Mentoring Program to aid special education student in the development of social skills.
- A Freshman Mentoring Program was created to help the freshman students with their first year in High School. With this program tutoring is also provided by National Honors Society students for all students.
- SHHS has a large and active National Honors Society.
- SHHS seniors have received almost 8 million dollars in scholarships in the past 2 years.
- On a daily basis, SHHS has 98% of its students in attendance.
- During ACT and M-Step testing 100% of the Juniors were in attendance.
- SHHS band is highly decorated.

Sterling Heights High School will continue to improve over the next three years.

- SHHS will follow through with its plan to meet the AMO as determined by the state, by carrying out the following:
- Class sizes will be lowered in the next three years.
- All teachers will be trained in Classroom Instruction the Works.
- PLC time is used to collaborate between departments and content areas.

## **Additional Information**

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

- SHHS is a harmoniously diverse student body with 68 different languages represented.
- On average 90-95% of our students graduate in 4 years.

# **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.**

SHHS engages stakeholders through a variety of methods:

- Parent Surveys
- Booster Club
- Student Surveys-School Website
- Staff Meetings and Staff Newsletter
- Staff Webpages
  
- Robo Calls
- Social Media
- Teacher Surveys
- Parent Teacher Conferences

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

- MISD
- Teachers
- Administration
- Support Staff
- District Administration
- Parents

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

- Staff Meetings
- Posters in classrooms
- Staff Newsletter
- School Website
- PLC
- Social Media



# 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?

Over the last three academic years, Sterling Heights High School has seen an increase in enrollment by 110 students. Some of the challenges identified are evidence of an increase in transient students, as well as our ELL demographic who lack consistent formal education.

### Student Demographic Data

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

Our attendance rate has stayed relatively steady, hovering between 94% and 96% over the last three years. ???Power school

### 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?

Students that have consistent discipline problems have lower attendance rates. This correlates to lack of direct instruction which causes academic struggles.????Liz????

### Student Demographic Data

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

We are looking in to alternative methods of consequences.

### 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?

The level of administrative experience is new but they are recently out of the calssroom and can adapt to the school's needs. Due to this fact, student achievement will stay steady.

### 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?**

Teachers in this building have many years of experience on average. This should have a positive impact on student achievement.

**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?**

Due to budget cuts, there is very little professional development taking place. Absences due to illness are at an average level. This has little impact on student achievement.

**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?**

Due to budget cuts, there is very little professional development taking place. Absences due to illness are at an average level. This has little impact on student achievement.

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

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

Exploration of Affirmative Action policies will be reviewed.

## **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?**

Our strengths are high expectations for all, school/community communication, and implementation of curriculum standards. Teaching and Assessing for Learning was strong.

**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?**

Our weakness were Resources and Support Systems.

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

Our weakness were Resources and Support Systems. This has a negative impact on student learning.

**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.**

Our weakest areas are out of local building control. Central Administration is working to address the lack of Resources and Support Systems.

**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?**

We ensure this through routine IEP procedures along with credit reviews by counseling.

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

Extended Learning Opportunities are available starting Junior year. They are Career Preparation Center, Early College, Advance Placement Courses, Math and Science Center, and Online learning opportunities.

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

Students are identified by success in classes, standardized test scores, and teacher recommendation. Parents are notified through counseling department.

**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?**

Our School Board has approved all curriculum, there is a Curriculum Specialist for content areas along with a Curriculum Steering Committee.

**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.**

N/A

## **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**

Craft and Structure was a strength for our students in the IOWA spring '16 test.

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

Our challenges are Integration of Knowledge & Ideas on spring '16 IOWA.

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

According to IOWA data reading scores have increased slightly.

### **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.**

Because our reading scores keep increasing. We will continue to implement our plan as it is.

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

We show strengths in knowledge of language and the ability of researching to build and present knowledge and Conventions of Standard English based on the IOWA Scores.

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

Our building has challenges with the production and distribution of writing according to the IOWA test.

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

According to the IOWA tests, we are making slight increases in our scores.

#### **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.**

Because our scores continue to increase slightly, we will continue to implement our plan as it is.

#### **21a. Math- Strengths**

Our strengths are algebra, statistics, and probability in the IOWA test.

#### **21b. Math- Challenges**

We have challenges in functions and geometry.

#### **21c. Math- Trends**

Over the last three years, scores were increasing incrementally. However, this year scores decreased .4 points on 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.**

The plan will continue with its current focus on reading and writing, however the math scores will be monitored closely for further decreases. If additional losses are seen, math will be dealt with directly via the plan.

#### **22a. Science- Strengths**

Strengths of science include the essential competencies, physical science skills and conceptual understanding.

**22b. Science- Challenges**

Extended reasoning and earth & space science.

**22c. Science- Trends**

Science is on the move. It has been trending upward over the last three years with an expected gain of .22 points on the ACT science test this year.

**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.**

NA

**23a. Social Studies- Strengths**

History is a strength in the area of social studies.

**23b. Social Studies- Challenges**

Geography was a challenge area in the realm of social studies.

**23c. Social Studies- Trends**

Social studies standardized test scores have been on the rise over the past three years. This trend is expected to continue.

**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.**

NA





## **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?**

Students feel welcome and included at SHHS. They feel that they are held to high standards.

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

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

Students don't feel that there are enough clubs and organizations. Students don't feel that there is enough respect among each other.

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

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

We will reevaluate the clubs and organizations. We will look into possible strategies for using our current Peer to Peer program to boost respect among the students.

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

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

Parents are satisfied with the overall safety of the building.

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

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

Parents were unhappy with communication.

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

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

We have re designed the website, robo calls go home on a consistent basis. Social media is updated regularly.

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

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

Teachers are treated with professional respect. Teachers' voices are heard. Administration allows for instructional freedom in the classroom.

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

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

Evaluation process and budget cuts are low satisfaction areas.

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

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

Additional administrator professional development with the evaluation tool/process. As far as the budget, we are hoping for money from the state.

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

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

Community leaders have praised the accomplishments of this school and send their students' here.

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

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

The stakeholders/community has expressed interest in becoming more involved in the school improvement process.

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

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

We will solicit parents for input on the strategic vision of the district along with the school improvement plan.

## Summary

### 28a. Summary

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

Our strengths are relationships with all stakeholders and holding high standards for all. We are making strides in a positive direction as shown by the data. Our challenges are a lack of Tier II interventions due to lack of adequate funding.

### 28b. Summary

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

More Tier II intervention would help with all of these.

### 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?**

Additional Tier II measures will be added to the School Improvement Plans.

# **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. | Yes      |         |            |

| 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://www.wcs.k12.mi.us/Curriculum/Annual_Report/reports/1213/SHHS.pdf">http://www.wcs.k12.mi.us/Curriculum/Annual_Report/reports/1213/SHHS.pdf</a> |            |

| Label | Assurance  | Response | Comment | Attachment |
|-------|--|----------|---------|------------|
| 3.    | Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file. | Yes      |         |            |

| Label | Assurance  | Response | Comment | Attachment |
|-------|--|----------|---------|------------|
| 4.    | Our school reviews and annually updates the EDPs to ensure academic course work alignment. | Yes      |         |            |

| 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.<br>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      | Craig Miller<br>Principal<br>12901 15 Mile Rd.<br>Sterling Heights, MI 48312<br>586-825-2700 |            |



## School Improvement Plan

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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. | No       |         |            |

| Label | Assurance   | Response | Comment | Attachment |
|-------|---|----------|---------|------------|
| 8.    | The institution has a School-Parent Compact. If yes, please attach the School-Parent Compact below. | No       |         |            |

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

# **Sterling Heights High School SIP Plan 2016-17**

## Overview

### Plan Name

Sterling Heights High School SIP Plan 2016-17

### Plan Description

SIP Plan 2016-2017

## 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 | Promote College and Career Readiness by increasing achievement in English Language Arts by meeting the needs of all students. | Objectives: 1<br>Strategies: 2<br>Activities: 12 | Academic  | \$4000        |
| 2 | Promote College and Career Readiness by increasing achievement in Science by meeting the needs of all students.               | Objectives: 1<br>Strategies: 2<br>Activities: 5  | Academic  | \$0           |
| 3 | Promote College and Career Readiness by increasing achievement in Mathematics by meeting the needs of all students.           | Objectives: 1<br>Strategies: 2<br>Activities: 9  | Academic  | \$0           |
| 4 | Promote College and Career Readiness by increasing achievement in Social Studies by meeting the needs of all students.        | Objectives: 1<br>Strategies: 2<br>Activities: 5  | Academic  | \$0           |

## Goal 1: Promote College and Career Readiness by increasing achievement in English Language Arts by meeting the needs of all students.

### Measurable Objective 1:

85% of All Students will demonstrate a proficiency in English Language Arts in English Language Arts by 06/07/2024 as measured by state assessments.

### Strategy 1:

Professional Learning Communities - Staff will collaborate as a professional learning community to strengthen the vertical and horizontal alignment between curriculum, instruction and assessment practices in all core and elective content areas.

Category:

Research Cited: Professional Learning Communities at Work, R. DuFour (1998); Whatever It Takes, R. DuFour (2004); Learning by Doing, T. Many (2012); Results NOW, M. Schmoker;;Tier I: The Forgotten Tier, J. Allain (2011); Visual Learning, J. Hattie (2009); Common Formative Assessment, Bailey and Jakicic (2014).

Stewart, Mark Allen. 2004 "The Peterson's Ultimate ACT Assessment Tool Kit" recommends introduction and frequent use of academic words which students need to know for success on standardized tests.

Tier: Tier 1

| Activity - PD: Vocabulary Mapping   | Activity Type | Tier   | Phase         | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible                                 |
|---|---------------|--------|---------------|------------|------------|-------------------|---------------------|---|
| Teachers will meet in PLC and decide which types of vocabulary maps to be used across the curriculum. | Getting Ready | Tier 1 | Getting Ready | 09/01/2016 | 06/16/2017 | \$0               | No Funding Required | Administration, School Improvement Team, Teachers |

| Activity - Student Vocabulary Mapping                         | Activity Type  | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible |
|---|----------------|--------|-----------|------------|------------|-------------------|---------------------|-------------------|
| Students will create vocabulary maps utilizing academic words | Implementation | Tier 1 | Implement | 09/01/2016 | 06/16/2017 | \$0               | No Funding Required | All teachers      |

| Activity - PD: Data Analysis/Dialogues | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
|  |               |      |       |            |          |                   |                   |                   |

## School Improvement Plan

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|   |  |             |               |                   |                 |                          |                          |   |
|---|--|-------------|---------------|-------------------|-----------------|--------------------------|--------------------------|---|
| Create, implement, analyze results of common assessments  | Implementation, Evaluation, Professional Learning, Teacher Collaboration | Tier 1      | Evaluate      | 09/01/2016        | 06/16/2017      | \$0                      | No Funding Required      | SHHS admin/teaching staff/WCS CITS              |
| <b>Activity - PD - What We Teach; How We Teach</b>  | <b>Activity Type</b>   | <b>Tier</b> | <b>Phase</b>  | <b>Begin Date</b> | <b>End Date</b> | <b>Resource Assigned</b> | <b>Source Of Funding</b> | <b>Staff Responsible</b>                        |
| Participate in timely PLC meetings following district framework and monitoring tools, planning of implementation of CITW strategies | Professional Learning  | Tier 1      | Implement     | 09/01/2016        | 06/16/2017      | \$0                      | Other                    | SHHS Admin/Instructional Staff/WCS CITS         |
| <b>Activity - PLC Minutes/Agendas</b>   | <b>Activity Type</b>   | <b>Tier</b> | <b>Phase</b>  | <b>Begin Date</b> | <b>End Date</b> | <b>Resource Assigned</b> | <b>Source Of Funding</b> | <b>Staff Responsible</b>                        |
| Staff participating in PLC will provide minutes and agendas for all PLC department and subcommittee meetings.                       | Professional Learning  | Tier 1      | Monitor       | 09/01/2016        | 06/16/2017      | \$0                      | No Funding Required      | SHHS Admin, Instructional Staff, WCS CITS       |
| <b>Activity - PD - Writing Across the Curriculum</b>  | <b>Activity Type</b>   | <b>Tier</b> | <b>Phase</b>  | <b>Begin Date</b> | <b>End Date</b> | <b>Resource Assigned</b> | <b>Source Of Funding</b> | <b>Staff Responsible</b>                        |
| Roll out writing across the curriculum to staff in small group PLC committees.  | Professional Learning  | Tier 1      | Getting Ready | 09/01/2016        | 06/16/2017      | \$0                      | No Funding Required      | All instructional staff to be led by ELA staff. |
| <b>Activity - Writing Across the Curriculum</b>   | <b>Activity Type</b>   | <b>Tier</b> | <b>Phase</b>  | <b>Begin Date</b> | <b>End Date</b> | <b>Resource Assigned</b> | <b>Source Of Funding</b> | <b>Staff Responsible</b>                        |
| Students will use the writing strategies presented by the ELA staff in PLC.   | Implementation   | Tier 1      | Implement     | 09/01/2016        | 06/16/2017      | \$0                      | No Funding Required      | All instructional staff                         |

### Strategy 2:

Research-Based Tier II & III Interventions - Teachers will support supplemental instruction for identified students provided by intervention staff. Consultation/coaching on positive behavioral and academic interventions for individualized support for students

**School Improvement Plan**

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Category:

Research Cited: Whatever It Takes, R. DuFour (2004); Learning by Doing, T. Many (2012); Results NOW, M. Schmoker; Tier I: The Forgotten Tier, J. Allain (2011); Visual Learning, J. Hattie (2009); Common Formative Assessment, Bailey and Jakicic (2014).

Tier: Tier 2

| Activity - Silent Sustained Reading   | Activity Type                          | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible                     |
|---|--|--------|-----------|------------|------------|-------------------|---------------------|---------------------------------------|
| Students will be provided a minimum of 30 minutes of silent sustained reading weekly in their English classes.                            | Implementation                         | Tier 2 | Implement | 09/01/2016 | 06/16/2017 | \$4000            | General Fund        | English teachers                      |
| Activity - Close and Critical Reads   | Activity Type                          | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible                     |
| Students will participate in Close and Critical Reading activities across all content areas throughout the year.                          | Implementation                         | Tier 2 | Implement | 09/01/2016 | 06/16/2017 | \$0               | No Funding Required | All Instructional Staff Members       |
| Activity - Informational Text   | Activity Type                          | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible                     |
| Students will be engaged in weekly activities to learn strategies to read text for informational purposes as related to the content area. | Implementation                         | Tier 1 | Implement | 09/01/2016 | 06/16/2017 | \$0               | No Funding Required | All Instructional Staff               |
| Activity - Implement MTSS Process and Intervention Team   | Activity Type                          | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible                     |
| Team meetings to develop action plans for struggling students.  | Behavioral Support Program, Evaluation | Tier 2 | Evaluate  | 09/01/2016 | 06/16/2017 | \$0               | No Funding Required | SHHS administration/instruction staff |
| Activity - ELA Builder Classes  | Activity Type                          | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible                     |
| Reading comprehension and vocabulary building class for struggling readers.   | Implementation                         | Tier 2 | Implement | 09/01/2016 | 06/16/2017 | \$0               | No Funding Required | Professional staff                    |

## Goal 2: Promote College and Career Readiness by increasing achievement in Science by meeting the needs of all students.

### Measurable Objective 1:

85% of All Students will demonstrate a proficiency in Science by 06/07/2024 as measured by state assessments.

### Strategy 1:

Professional Learning Communities - Staff will collaborate as a professional learning community to strengthen the vertical and horizontal alignment between curriculum, instruction and assessment practices in all core and elective content areas.

Category:

Research Cited: Professional Learning Communities at Work, R. DuFour (1998); Whatever It Takes, R. DuFour (2004); Learning by Doing, T. Many (2012); Results NOW, M. Schmoker; Tier I: The Forgotten Tier, J. Allain (2011); Visual Learning, J. Hattie (2009); Common Formative Assessment, Bailey and Jakicic (2014).

Tier: Tier 1

| Activity - Writing Across the Curriculum  | Activity Type  | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible       |
|---|----------------|--------|-----------|------------|------------|-------------------|---------------------|-------------------------|
| Students will have varied opportunities across the curriculum to write in a number of different styles. | Implementation | Tier 2 | Implement | 09/01/2016 | 06/16/2017 | \$0               | No Funding Required | All Instructional Staff |

| Activity - PD: Tier I Curriculum - What We Teach/How We Teach  | Activity Type  | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible                                |
|--|----------------|--------|-----------|------------|------------|-------------------|---------------------|--|
| Staff will analyze pre and post test written expression IOWA data. Instructional staff will identify and implement CITW strategies to increase student achievement levels. | Implementation | Tier 1 | Implement | 09/01/2016 | 06/16/2017 | \$0               | No Funding Required | SHHS administration/instructional staff/WCS CITS |

| Activity - PD: Data Analysis/Dialogues | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
|--|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|



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|  |         |        |          |            |            |     |                     |  |
|--|---------|--------|----------|------------|------------|-----|---------------------|--|
| Create, implement, analyze results of common assessments | Monitor | Tier 1 | Evaluate | 09/01/2016 | 06/16/2017 | \$0 | No Funding Required | SHHS administrative/instructional staff/WCS CITS |
|--|---------|--------|----------|------------|------------|-----|---------------------|--|

| Activity - CCR Written Responses   | Activity Type  | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible  |
|--|----------------|--------|-----------|------------|------------|-------------------|---------------------|--------------------|
| Staff will include a variety of extended written responses to CCR passages | Implementation | Tier 2 | Implement | 09/01/2016 | 06/16/2017 | \$0               | No Funding Required | All teaching staff |

**Strategy 2:**

Research-Based Tier II & III Interventions - Teachers will support supplemental instruction for identified students provided by intervention staff. Consultation/coaching on positive behavioral and academic interventions for individualized support for students

## Category:

Research Cited: Whatever It Takes, R. DuFour (2004); Learning by Doing, T. Many (2012); Results NOW, M. Schmoker; Tier I: The Forgotten Tier, J. Allain (2011); Visual Learning, J. Hattie (2009); Common Formative Assessment, Bailey and Jakicic (2014).

Tier: Tier 2

| Activity - Implement MTSS Process and Intervention Team        | Activity Type            | Tier   | Phase   | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible                       |
|--|--------------------------|--------|---------|------------|------------|-------------------|-------------------|---|
| Team meetings to develop action plans for struggling students. | Academic Support Program | Tier 2 | Monitor | 09/01/2016 | 06/16/2017 | \$0               | Other             | SHHS administrative/instructional staff |

## Goal 3: Promote College and Career Readiness by increasing achievement in Mathematics by meeting the needs of all students.

**Measurable Objective 1:**

85% of All Students will demonstrate a proficiency in mathematics in Mathematics by 06/07/2024 as measured by state assessments.

**Strategy 1:**

Professional Learning Communities - Staff will collaborate as a professional learning community to strengthen the vertical and horizontal alignment between curriculum,

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instruction and assessment practices in all core and elective content areas.

Category:

Research Cited: Professional Learning Communities at Work, R. DuFour (1998); Whatever It Takes, R. DuFour (2004); Learning by Doing, T. Many (2012); Results NOW, M. Schmoker; Tier I: The Forgotten Tier, J. Allain (2011); Visual Learning, J. Hattie (2009); Common Formative Assessment, Bailey and Jakicic (2014).

Tier: Tier 1

| Activity - Mathematic Concepts Across Curriculum  | Activity Type | Tier   | Phase         | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible  |
|---|---------------|--------|---------------|------------|------------|-------------------|---------------------|--------------------|
| Teachers will develop methods for students to look at mathematical concepts in multiple ways. | Getting Ready | Tier 1 | Getting Ready | 09/01/2016 | 06/16/2017 | \$0               | No Funding Required | All teaching staff |

| Activity - Express Mathematical Concepts  | Activity Type  | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible  |
|---|----------------|--------|-----------|------------|------------|-------------------|---------------------|--------------------|
| Students will evaluate, interpret and be able to communicate information using graphs and charts. | Implementation | Tier 1 | Implement | 09/01/2016 | 06/16/2017 | \$0               | No Funding Required | All teaching staff |

| Activity - PD: What We Teach/How We Teach   | Activity Type  | Tier   | Phase    | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible                                |
|---|----------------|--------|----------|------------|------------|-------------------|---------------------|--|
| Participate in PLC/DSIT meetings utilizing district framework and monitoring. Review and implement CITW strategies to maximize student achievement. | Implementation | Tier 1 | Evaluate | 09/01/2016 | 06/16/2017 | \$0               | No Funding Required | SHHS administration/instructional staff/WCS CITS |

| Activity - PD: Data Analysis/Dialogues                   | Activity Type                         | Tier   | Phase    | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible                  |
|--|---------------------------------------|--------|----------|------------|------------|-------------------|-------------------|------------------------------------|
| Create, implement, analyze results of common assessments | Implementation, Professional Learning | Tier 1 | Evaluate | 09/01/2016 | 06/16/2017 | \$0               | Other             | SHHS administration/Staff/WCS CITS |

| Activity - Writing Across the Curriculum                                    | Activity Type  | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible       |
|---|----------------|--------|-----------|------------|------------|-------------------|---------------------|-------------------------|
| Students will use the writing strategies presented by the ELA staff in PLC. | Implementation | Tier 1 | Implement | 09/01/2016 | 06/16/2017 | \$0               | No Funding Required | All instructional staff |

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| Activity - Close and Critical Reads  | Activity Type  | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible               |
|--|----------------|--------|-----------|------------|------------|-------------------|---------------------|---------------------------------|
| Students will participate in Close and Critical Reading activities across all content areas throughout the year. | Implementation | Tier 2 | Implement | 09/01/2016 | 06/16/2017 | \$0               | No Funding Required | All Instructional Staff Members |

### Strategy 2:

Research-Based Tier II & Tier III Interventions - Teachers will support supplemental instruction for identified students provided by intervention staff.

Consultation/coaching on positive behavioral and academic interventions for individualized support for students

Category:

Research Cited: Professional Learning Communities at Work, R. DuFour (1998); Whatever It Takes, R. DuFour (2004); Learning by Doing, T. Many (2012); Results NOW, M. Schmoker; Tier I: The Forgotten Tier, J. Allain (2011); Visual Learning, J. Hattie (2009); Common Formative Assessment, Bailey and Jakicic (2014).

Tier: Tier 2

| Activity - Implement MTSS Process and Intervention Team        | Activity Type                       | Tier   | Phase   | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible                       |
|--|-------------------------------------|--------|---------|------------|------------|-------------------|---------------------|---|
| Team meetings to develop action plans for struggling students. | Behavioral Support Program, Monitor | Tier 2 | Monitor | 09/01/2016 | 06/16/2017 | \$0               | No Funding Required | SHHS administration/Instructional staff |

| Activity - Algebra Lab  | Activity Type           | Tier   | Phase   | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible        |
|---|-------------------------|--------|---------|------------|------------|-------------------|---------------------|--------------------------|
| Incoming 8th graders will be identified and placed in the Algebra Lab first semester of their freshmen year. At the end of the first semester, all students will be re-evaluated for continued placement. | Implementation, Monitor | Tier 2 | Monitor | 09/01/2016 | 06/16/2017 | \$0               | No Funding Required | SHHS Instructional Staff |

| Activity - PD for Common Core Standards   | Activity Type | Tier   | Phase         | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible |
|---|---------------|--------|---------------|------------|------------|-------------------|---------------------|-------------------|
| Math staff will be trained on implementing the 8 common core practice standards through district professional development opportunities | Getting Ready | Tier 1 | Getting Ready | 09/01/2016 | 06/16/2017 | \$0               | No Funding Required | Math staff        |

## Goal 4: Promote College and Career Readiness by increasing achievement in Social Studies by meeting the needs of all students.

### Measurable Objective 1:

85% of All Students will demonstrate a proficiency in Social Studies by 06/07/2024 as measured by state assessments.

### Strategy 1:

Professional Learning Communities - Staff will collaborate as a professional learning community to strengthen the vertical and horizontal alignment between curriculum, instruction and assessment practices in all core and elective content areas.

Category:

Research Cited: Professional Learning Communities at Work, R. DuFour (1998); Whatever It Takes, R. DuFour (2004); Learning by Doing, T. Many (2012); Results NOW, M. Schmoker;

Tier I: The Forgotten Tier, J. Allain (2011); Visual Learning, J. Hattie (2009); Common Formative Assessment, Bailey and Jakicic (2014).

Tier: Tier 1

| Activity - PD: Tier I Curriculum - What We Teach/How We Teach   | Activity Type | Tier   | Phase         | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible                  |
|---|---------------|--------|---------------|------------|------------|-------------------|-------------------|------------------------------------|
| Participate in timely PLC/DSIT meetings utilizing district framework and monitoring tools. Implement CITW strategies to maximize student achievement. | Evaluation    | Tier 1 | Getting Ready | 09/01/2016 | 06/16/2017 | \$0               | Other             | SHHS administrative staff/WCS CITS |

| Activity - PD: Data Analysis/Dialogues                   | Activity Type | Tier   | Phase    | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible                  |
|--|---------------|--------|----------|------------|------------|-------------------|-------------------|------------------------------------|
| Create, implement, analyze results of common assessments | Evaluation    | Tier 1 | Evaluate | 09/01/2016 | 06/16/2017 | \$0               | Other             | SHHS administrative staff/WCS CITS |

| Activity - Close and Critical Reads | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|-------------------------------------|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
|-------------------------------------|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|

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|  |                      |             |              |                   |                 |                          |                          |                                 |
|--|----------------------|-------------|--------------|-------------------|-----------------|--------------------------|--------------------------|---------------------------------|
| Students will participate in Close and Critical Reading activities across all content areas throughout the year. | Implementation       | Tier 2      | Implement    | 09/01/2016        | 06/16/2017      | \$0                      | No Funding Required      | All Instructional Staff Members |
| <b>Activity - Writing Across the Curriculum</b>  | <b>Activity Type</b> | <b>Tier</b> | <b>Phase</b> | <b>Begin Date</b> | <b>End Date</b> | <b>Resource Assigned</b> | <b>Source Of Funding</b> | <b>Staff Responsible</b>        |
| Students will use the writing strategies presented by the ELA staff in PLC.                                      | Implementation       | Tier 1      | Implement    | 09/01/2016        | 06/16/2017      | \$0                      | No Funding Required      | All instructional staff         |

**Strategy 2:**

Research-Based Tier II & Tier III Interventions - Teacher will support supplemental instruction for identified students provided by intervention staff.

Consultation/coaching on positive behavioral and academic interventions for individualized support for students

**Category:**

Research Cited: Whatever It Takes, R. DuFour (2004); Learning by Doing, T. Many (2012); Results NOW, M. Schmoker; Tier I: The Forgotten Tier, J. Allain (2011); Visual Learning, J. Hattie (2009); Common Formative Assessment, Bailey and Jakicic (2014).

Tier: Tier 2

|  |                          |             |              |                   |                 |                          |                          |   |
|--|--------------------------|-------------|--------------|-------------------|-----------------|--------------------------|--------------------------|---|
| <b>Activity - Implement MTSS Process and Intervention Team</b> | <b>Activity Type</b>     | <b>Tier</b> | <b>Phase</b> | <b>Begin Date</b> | <b>End Date</b> | <b>Resource Assigned</b> | <b>Source Of Funding</b> | <b>Staff Responsible</b>                |
| Team meetings to develop action plans for struggling students. | Academic Support Program | Tier 2      | Implement    | 09/01/2016        | 06/16/2017      | \$0                      | Other                    | SHHS administrative/instructional staff |

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### No Funding Required

| Activity Name                  | Activity Description  | Activity Type           | Tier   | Phase         | Begin Date | End Date   | Resource Assigned | Staff Responsible                                 |
|--------------------------------|---|-------------------------|--------|---------------|------------|------------|-------------------|---|
| Algebra Lab                    | Incoming 8th graders will be identified and placed in the Algebra Lab first semester of their freshmen year. At the end of the first semester, all students will be re-evaluated for continued placement. | Implementation, Monitor | Tier 2 | Monitor       | 09/01/2016 | 06/16/2017 | \$0               | SHHS Instructional Staff                          |
| CCR Written Responses          | Staff will include a variety of extended written responses to CCR passages  | Implementation          | Tier 2 | Implement     | 09/01/2016 | 06/16/2017 | \$0               | All teaching staff                                |
| Writing Across the Curriculum  | Students will use the writing strategies presented by the ELA staff in PLC.   | Implementation          | Tier 1 | Implement     | 09/01/2016 | 06/16/2017 | \$0               | All instructional staff                           |
| Close and Critical Reads       | Students will participate in Close and Critical Reading activities across all content areas throughout the year.  | Implementation          | Tier 2 | Implement     | 09/01/2016 | 06/16/2017 | \$0               | All Instructional Staff Members                   |
| Informational Text             | Students will be engaged in weekly activities to learn strategies to read text for informational purposes as related to the content area.   | Implementation          | Tier 1 | Implement     | 09/01/2016 | 06/16/2017 | \$0               | All Instructional Staff                           |
| ELA Builder Classes            | Reading comprehension and vocabulary building class for struggling readers.   | Implementation          | Tier 2 | Implement     | 09/01/2016 | 06/16/2017 | \$0               | Professional staff                                |
| PD: What We Teach/How We Teach | Participate in PLC/DSIT meetings utilizing district framework and monitoring. Review and implement CITW strategies to maximize student achievement.   | Implementation          | Tier 1 | Evaluate      | 09/01/2016 | 06/16/2017 | \$0               | SHHS administration/instructional staff/WCS CITS  |
| Close and Critical Reads       | Students will participate in Close and Critical Reading activities across all content areas throughout the year.  | Implementation          | Tier 2 | Implement     | 09/01/2016 | 06/16/2017 | \$0               | All Instructional Staff Members                   |
| PD: Vocabulary Mapping         | Teachers will meet in PLC and decide which types of vocabulary maps to be used across the curriculum.   | Getting Ready           | Tier 1 | Getting Ready | 09/01/2016 | 06/16/2017 | \$0               | Administration, School Improvement Team, Teachers |

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|  |   |  |        |               |            |            |     |  |
|--|---|--|--------|---------------|------------|------------|-----|--|
| PLC Minutes/Agendas                          | Staff participating in PLC will provide minutes and agendas for all PLC department and subcommittee meetings.                           | Professional Learning  | Tier 1 | Monitor       | 09/01/2016 | 06/16/2017 | \$0 | SHHS Admin, Instructional Staff, WCS CITS        |
| PD: Data Analysis/Dialogues                  | Create, implement, analyze results of common assessments  | Monitor  | Tier 1 | Evaluate      | 09/01/2016 | 06/16/2017 | \$0 | SHHS administrative/instructional staff/WCS CITS |
| PD for Common Core Standards                 | Math staff will be trained on implementing the 8 common core practice standards through district professional development opportunities | Getting Ready  | Tier 1 | Getting Ready | 09/01/2016 | 06/16/2017 | \$0 | Math staff                                       |
| Mathematic Concepts Across Curriculum        | Teachers will develop methods for students to look at mathematical concepts in multiple ways.   | Getting Ready  | Tier 1 | Getting Ready | 09/01/2016 | 06/16/2017 | \$0 | All teaching staff                               |
| Writing Across the Curriculum                | Students will use the writing strategies presented by the ELA staff in PLC.   | Implementation   | Tier 1 | Implement     | 09/01/2016 | 06/16/2017 | \$0 | All instructional staff                          |
| Writing Across the Curriculum                | Students will have varied opportunities across the curriculum to write in a number of different styles.                                 | Implementation   | Tier 2 | Implement     | 09/01/2016 | 06/16/2017 | \$0 | All Instructional Staff                          |
| Implement MTSS Process and Intervention Team | Team meetings to develop action plans for struggling students.  | Behavioral Support Program, Evaluation                                   | Tier 2 | Evaluate      | 09/01/2016 | 06/16/2017 | \$0 | SHHS administrative/instructional staff          |
| Express Mathematical Concepts                | Students will evaluate, interpret and be able to communicate information using graphs and charts.                                       | Implementation   | Tier 1 | Implement     | 09/01/2016 | 06/16/2017 | \$0 | All teaching staff                               |
| PD: Data Analysis/Dialogues                  | Create, implement, analyze results of common assessments  | Implementation, Evaluation, Professional Learning, Teacher Collaboration | Tier 1 | Evaluate      | 09/01/2016 | 06/16/2017 | \$0 | SHHS admin/teaching staff/WCS CITS               |
| PD - Writing Across the Curriculum           | Roll out writing across the curriculum to staff in small group PLC committees.  | Professional Learning  | Tier 1 | Getting Ready | 09/01/2016 | 06/16/2017 | \$0 | All instructional staff to be led by ELA staff.  |
| Close and Critical Reads                     | Students will participate in Close and Critical Reading activities across all content areas throughout the year.                        | Implementation   | Tier 2 | Implement     | 09/01/2016 | 06/16/2017 | \$0 | All Instructional Staff Members                  |

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|  |  |                                     |        |           |            |            |     |  |
|--|--|-------------------------------------|--------|-----------|------------|------------|-----|--|
| PD: Tier I Curriculum - What We Teach/How We Teach | Staff will analyze pre and post test written expression IOWA data. Instructional staff will identify and implement CITW strategies to increase student achievement levels. | Implementation                      | Tier 1 | Implement | 09/01/2016 | 06/16/2017 | \$0 | SHHS administration/instructional staff/WCS CITS |
| Implement MTSS Process and Intervention Team       | Team meetings to develop action plans for struggling students.   | Behavioral Support Program, Monitor | Tier 2 | Monitor   | 09/01/2016 | 06/16/2017 | \$0 | SHHS administration/Instructional staff          |
| Student Vocabulary Mapping                         | Students will create vocabulary maps utilizing academic words  | Implementation                      | Tier 1 | Implement | 09/01/2016 | 06/16/2017 | \$0 | All teachers                                     |
| Writing Across the Curriculum                      | Students will use the writing strategies presented by the ELA staff in PLC.  | Implementation                      | Tier 1 | Implement | 09/01/2016 | 06/16/2017 | \$0 | All instructional staff                          |

### General Fund

| Activity Name            | Activity Description   | Activity Type  | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Staff Responsible |
|--------------------------|--|----------------|--------|-----------|------------|------------|-------------------|-------------------|
| Silent Sustained Reading | Students will be provided a minimum of 30 minutes of silent sustained reading weekly in their English classes. | Implementation | Tier 2 | Implement | 09/01/2016 | 06/16/2017 | \$4000            | English teachers  |

### Other

| Activity Name                                | Activity Description  | Activity Type                         | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Staff Responsible                       |
|--|---|---------------------------------------|--------|-----------|------------|------------|-------------------|---|
| Implement MTSS Process and Intervention Team | Team meetings to develop action plans for struggling students.  | Academic Support Program              | Tier 2 | Monitor   | 09/01/2016 | 06/16/2017 | \$0               | SHHS administration/instructional staff |
| PD: Data Analysis/Dialogues                  | Create, implement, analyze results of common assessments  | Implementation, Professional Learning | Tier 1 | Evaluate  | 09/01/2016 | 06/16/2017 | \$0               | SHHS administration/Staff/WCS CITS      |
| PD - What We Teach; How We Teach             | Participate in timely PLC meetings following district framework and monitoring tools, planning of implementation of CITW strategies | Professional Learning                 | Tier 1 | Implement | 09/01/2016 | 06/16/2017 | \$0               | SHHS Admin/Instructional Staff/WCS CITS |



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|  |   |                          |        |               |            |            |     |  |
|--|---|--------------------------|--------|---------------|------------|------------|-----|--|
| PD: Data Analysis/Dialogues                        | Create, implement, analyze results of common assessments  | Evaluation               | Tier 1 | Evaluate      | 09/01/2016 | 06/16/2017 | \$0 | SHHS administrative/instructional staff/WCS CITS |
| PD: Tier I Curriculum - What We Teach/How We Teach | Participate in timely PLC/DSIT meetings utilizing district framework and monitoring tools. Implement CITW strategies to maximize student achievement. | Evaluation               | Tier 1 | Getting Ready | 09/01/2016 | 06/16/2017 | \$0 | SHHS administrative/instructional staff/WCS CITS |
| Implement MTSS Process and Intervention Team       | Team meetings to develop action plans for struggling students.  | Academic Support Program | Tier 2 | Implement     | 09/01/2016 | 06/16/2017 | \$0 | SHHS administrative/instructional staff          |