



School Improvement Plan

Grant High School

Grant Public School District

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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.

Improvement Plan Assurance

Introduction

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

Improvement Plan Assurance

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

Plan for School Improvement Plan

Overview

Plan Name

Plan for 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	Demonstrate improvement in reading and writing science.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0
2	Improvement in reading and vocabulary.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0
3	Improvement in technical science writing.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0
4	Content Area Vocabulary	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0
5	Primary Sources	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0
6	Persuasive Writing	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0
7	Command of evidence when working with informational and nonfiction text.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0
8	Demonstrate the ability to analyze a source for the author's use of evidence, reasoning, stylistic and persuasive elements.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0
9	Proficiency in use of grammar, punctuation, vocabulary words in context, correct usage of common problems and analysis of informational text	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0
10	Performance Based Math Questions	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0
11	Power Standards	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0
12	Math technology	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0

Goal 1: Demonstrate improvement in reading and writing science.

Measurable Objective 1:

70% of Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency of 65% growth in their reading and writing of science journals with a focus on closing the gap of the bottom 30% in Science by 06/06/2018 as measured by demonstration of understanding of science journals along with students ability to write in a science journal format..

Strategy 1:

Power Standard Formative Assessment - Students will be given power standard quizzes bi-weekly to accomplish goal.

Category: Science

Research Cited: Common Core, Next Generation State Science Standards, SAT

Tier: Tier 1

Activity - Journals	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will have access to science journals in various form of text and reading levels.	Direct Instruction	Tier 1	Implement	08/28/2017	06/06/2018	\$0	General Fund	Science PLC

Goal 2: Improvement in reading and vocabulary.

Measurable Objective 1:

70% of Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency of 65% growth in their comprehension and ability to analyze an author's claim in with a focus on closing the gap of the bottom 30% in Science by 06/06/2018 as measured by the essay the students create after reading the informational texts..

Strategy 1:

Informational Texts - Students will be assigned to read a minimum of one informational text per month.

Category: Science

Research Cited: Common Core, Next Generation State Standards, SAT

Tier: Tier 1

Activity - Class Reading	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Students will have a journal/writing that demonstrates a scientist's claim.	Direct Instruction	Tier 1		08/28/2017	06/06/2018	\$0	No Funding Required	Science PLC
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Goal 3: Improvement in technical science writing.

Measurable Objective 1:

70% of Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency of 65% growth in their technical science writing and complex lab procedures with a focus on closing the gap of the bottom 30% in Science by 06/06/2018 as measured by their writing in lab reports and research papers per unit..

Strategy 1:

Technical Writing - Through the use of lab reports created by the students during hands-on activities and research papers, students will display their understanding and growth.

Category: Science

Research Cited: Common Core and Next Generation State Standards

Tier: Tier 1

Activity - Lab Time	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will have the opportunity to participate in hands-on activities to demonstrate their understanding of the objectives as well as their technical writing skills.	Direct Instruction	Tier 1	Implement	08/28/2017	06/06/2018	\$0	No Funding Required	Science PLC

Goal 4: Content Area Vocabulary

Measurable Objective 1:

70% of Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency of 65% growth in content area vocabulary with a focus on closing the gap of the bottom 30% in Social Studies by 06/06/2018 as measured by percentage of students who can demonstrate mastery from pre-post tests..

Strategy 1:

Pre-Post Tests - Students will complete vocabulary pre-post tests at the beginning and end of each semester.

Category: Social Studies

Research Cited: Red Book

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Tier: Tier 1

Activity - Vocabulary Content	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be immersed in content area vocabulary on a daily basis and be assessed weekly	Direct Instruction	Tier 1	Implement	08/28/2017	06/06/2018	\$0	No Funding Required	Social Studies PLC

Goal 5: Primary Sources

Measurable Objective 1:

70% of Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency of 65% growth in understanding primary resources with a focus on closing the gap of the bottom 30% in Social Studies by 06/06/2018 as measured by summative assessments following each unit..

Strategy 1:

Integration of Primary Sources - A primary source document will be integrated into each unit test.

Category: Social Studies

Research Cited: Social Studies PLC

Tier: Tier 1

Activity - Primary Documents	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
As part of the Social Studies curriculum, students will read and review primary source documents 3 to 4 times per semester.	Direct Instruction	Tier 1	Implement	08/28/2017	06/06/2018	\$0	No Funding Required	Social Studies PLC

Goal 6: Persuasive Writing

Measurable Objective 1:

70% of Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency of 65% growth in their persuasive essays with a focus on closing the gap of the bottom 30% in Social Studies by 06/06/2018 as measured by the increase in students ability to write a persuasive essay based on a rubric..

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Strategy 1:

Current Events - Students will use current events from various publications to persuade others of their view.

Category: Social Studies

Research Cited: Social Studies PLC

Tier: Tier 1

Activity - Technology Usage	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each time there is a persuasive essay to be written, students will be shown the exemplars of other work so that students understand the expectation.	Direct Instruction	Tier 1	Implement	08/28/2017	06/06/2018	\$0	No Funding Required	Social Studies PLC

Goal 7: Command of evidence when working with informational and nonfiction text.

Measurable Objective 1:

70% of Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency of 65% growth by supporting answers with evidence with a focus on closing the gap of the bottom 30% in English Language Arts by 06/06/2018 as measured by the percent of students who can support their claims using a variety of sources..

Strategy 1:

Textual Evidence - As students are reading literary sources in the classroom, they will be required to support their conclusions with textual evidence. We will use a variety of sources for this as we work through our curriculum. We will discuss successes and logistics during PLC in order to hold one another accountable and to determine how best to help the students find success.

Category: English/Language Arts

Research Cited: Common Core Standard RL.1, MASSP Redesigned SAT

Tier: Tier 1

Activity - Critical Thinking Questions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Questions in the Step format will be included in unit tests, warm-up or closure activities, and various other tasks.	Direct Instruction	Tier 1		08/28/2017	06/06/2018	\$0	No Funding Required	English PLC

Goal 8: Demonstrate the ability to analyze a source for the author's use of evidence, reasoning, stylistic and persuasive elements.

Measurable Objective 1:

70% of Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency of 65% growth in analyzing how an author builds an argument to persuade with a focus on closing the gap of the bottom 30% in English Language Arts by 06/06/2018 as measured by the percentage of students who can show mastery of this objective through their writing assignments..

Strategy 1:

Outlining steps an author takes - Using a variety of sources, students will be required to outline the steps an author takes to formulate his/her argument. We will also work with students regarding meaningful quotations, techniques of paraphrasing, and the recognition of word choice and emotion.

Category: English/Language Arts

Research Cited: Common Core Standard RL3 and RI3, MASSP Redesigned SAT

Tier: Tier 1

Activity - Persuasive Writing Analysis	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Using various persuasive writings, we will guide students through the various steps of this task; paraphrasing, quoting , analyzing work choice, recognizing words of emotion, detrainning amain ideas.	Direct Instruction	Tier 1	Implement	08/28/2017	06/06/2018	\$0	No Funding Required	English PLC

Goal 9: Proficiency in use of grammar, punctuation, vocabulary words in context, correct usage of common problems and analysis of informational text

Measurable Objective 1:

70% of Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency of 65% growth in they use of punctuation through informational text in English Language Arts by 06/06/2018 as measured by marked improvement in their performance of power standard quizzes throughout the year..

Strategy 1:

Formatted 4 week cycle - Using our current power standards paragraphs, vocabulary words for our various texts, common usage problems as found in grammar books,

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and NewsELA documents, we will address all of the issues in a format four-week cycle.

Category: English/Language Arts

Research Cited: Red Book, Grammar Books

Tier: Tier 1

Activity - Bi-weekly Formative Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each day will focus on one of the tasks. As a class, we will work through the strategies and knowledge necessary for its completion. Quizzes will occur every other Friday to determine student achievement on a regular basis.	Direct Instruction	Tier 1	Implement	08/28/2017	06/06/2018	\$0	No Funding Required	English PLC

Goal 10: Performance Based Math Questions

Measurable Objective 1:

70% of Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency of 65% growth in the use of mathematics to explain their reasoning in solving open ended problems with a focus on closing the gap of the bottom 30% in Mathematics by 06/06/2018 as measured by pre/post assessment..

Strategy 1:

SAT Style Questions - Math students will be given an SAT like problem where they will use charts, diagrams and/or tables to explain and answer in depth and real world problems.

Category: Mathematics

Research Cited: PSAT, SAT Study Guide

Tier: Tier 1

Activity - Friday Guide	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be given the real world problem on Fridays. Over the next week, students will gather information to prove their explanation.	Direct Instruction	Tier 1	Implement	08/28/2017	06/06/2018	\$0	No Funding Required	Math PLC

Goal 11: Power Standards

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Measurable Objective 1:

70% of Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency of 65% growth in the use of calculator and non-calculator warm up problems with a focus on closing the gap of the bottom 30% in Mathematics by 06/06/2018 as measured by student proficiency in the use of problem solving based on growth throughout the year..

Strategy 1:

Power Standard Formative Assessment - Students will be given power standard warm ups every other week to solve with and without the use of the calculator.

Category: Mathematics

Research Cited: TeamBoard, Online Resources, SAT, PSAT, Common Core State Standards

Tier: Tier 1

Activity - Problem Solving with Power Standards	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Power standard warm ups will be displayed through the classroom Elmo and Team Board that students will use to work through their problem solving strategies.	Direct Instruction	Tier 1	Implement	08/28/2017	06/06/2018	\$0	No Funding Required	Math PLC

Goal 12: Math technology

Measurable Objective 1:

70% of Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency of 65% growth in the use of calculator and technology skills related to real world math problems with a focus on closing the gap of the bottom 30% in Mathematics by 06/06/2018 as measured by knowledge and understanding of curriculum objectives in formative and summative assessments..

Strategy 1:

Technology training - All students will be given training on how to use the Ti-Inspire and Desmos iPad calculator to solve multi step problems.

Category: Mathematics

Research Cited: Inspire Calculators, Desmos App, Common Core State Standards

Tier: Tier 1

Activity - Technology Functions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Students will be taught and advised on various functions and uses of both types of technology through the curriculum and instruction. Students will also learn where and how the technology is used in real world situations.	Direct Instruction	Tier 1	Implement	08/28/2017	06/06/2018	\$0	No Funding Required	Math PLC
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Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Journals	Students will have access to science journals in various form of text and reading levels.	Direct Instruction	Tier 1	Implement	08/28/2017	06/06/2018	\$0	Science PLC

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Problem Solving with Power Standards	Power standard warm ups will be displayed through the classroom Elmo and Team Board that students will use to work through their problem solving strategies.	Direct Instruction	Tier 1	Implement	08/28/2017	06/06/2018	\$0	Math PLC
Class Reading	Students will have a journal/writing that demonstrates a scientist's claim.	Direct Instruction	Tier 1		08/28/2017	06/06/2018	\$0	Science PLC
Primary Documents	As part of the Social Studies curriculum, students will read and review primary source documents 3 to 4 times per semester.	Direct Instruction	Tier 1	Implement	08/28/2017	06/06/2018	\$0	Social Studies PLC
Technology Functions	Students will be taught and advised on various functions and uses of both types of technology through the curriculum and instruction. Students will also learn where and how the technology is used in real world situations.	Direct Instruction	Tier 1	Implement	08/28/2017	06/06/2018	\$0	Math PLC
Vocabulary Content	Students will be immersed in content area vocabulary on a daily basis and be assessed weekly	Direct Instruction	Tier 1	Implement	08/28/2017	06/06/2018	\$0	Social Studies PLC
Lab Time	Students will have the opportunity to participate in hands-on activities to demonstrate their understanding of the objectives as well as their technical writing skills.	Direct Instruction	Tier 1	Implement	08/28/2017	06/06/2018	\$0	Science PLC
Technology Usage	Each time there is a persuasive essay to be written, students will be shown the exemplars of other work so that students understand the expectation.	Direct Instruction	Tier 1	Implement	08/28/2017	06/06/2018	\$0	Social Studies PLC

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Friday Guide	Students will be given the real world problem on Fridays. Over the next week, students will gather information to prove their explanation.	Direct Instruction	Tier 1	Implement	08/28/2017	06/06/2018	\$0	Math PLC
Persuasive Writing Analysis	Using various persuasive writings, we will guide students through the various steps of this task; paraphrasing, quoting , analyzing work choice, recognizing words of emotion, detrainig amain ideas.	Direct Instruction	Tier 1	Implement	08/28/2017	06/06/2018	\$0	English PLC
Critical Thinking Questions	Questions in the Step format will be included in unit tests, warm-up or closure activities, and various other tasks.	Direct Instruction	Tier 1		08/28/2017	06/06/2018	\$0	English PLC
Bi-weekly Formative Assessment	Each day will focus on one of the tasks. As a class, we will work through the strategies and knowledge necessary for its completion. Quizzes will occur every other Friday to determine student achievement on a regular basis.	Direct Instruction	Tier 1	Implement	08/28/2017	06/06/2018	\$0	English PLC