

# **Reese High ALL Goals 8-2017**

Reese High School

Reese Public Schools

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## **Overview**

### **Plan Name**

Reese High ALL Goals 8-2017

### **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 Reese High School will improve their proficiency of Mathematics             | Objectives: 1<br>Strategies: 3<br>Activities: 7 | Academic  | \$1000        |
| 2 | All students at Reese High school will significantly improve in ELA                         | Objectives: 1<br>Strategies: 1<br>Activities: 1 | Academic  | \$1000        |
| 3 | All students at Reese High School will be proficient in Social Studies                      | Objectives: 2<br>Strategies: 2<br>Activities: 2 | Academic  | \$0           |
| 4 | Thirty-eight percent of students at Reese High School will become proficient math students. | Objectives: 2<br>Strategies: 1<br>Activities: 2 | Academic  | \$0           |

# Goal 1: All students at Reese High School will improve their proficiency of Mathematics

## Measurable Objective 1:

31% of Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency Using the MME test results in Mathematics by 06/10/2016 as measured by MME/ACT and/or SAT M STEP results.

## Strategy 1:

Focus Instructional Model - All students will participate in deliberate cyclical daily practice of math problems that through data analysis were identified as the most important concepts(power standards per FIM). The students will also be working on development of the mathematical characteristics such as perseverance, justification and reasonableness. Students will be graphing their own growth on their retention of concepts bi-weekly.

Category:

Research Cited: Larry Ainsworth, Douglas Reeves, Robert Marzano, Mike Schmoker

Tier:

| Activity - Progress Monitoring   | Activity Type  | Tier   | Phase | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible      |
|--|--|--------|-------|------------|------------|-------------------|---------------------|------------------------|
| Staff will formatively assess students through the daily warm-ups. Lesson planning will be directly impacted based upon the student data. Formative assessment will occur daily and through bi-weekly quizzes. | Technology, Professional Learning, Teacher Collaboration, Direct Instruction | Tier 1 |       | 09/06/2016 | 05/24/2017 | \$0               | No Funding Required | Teachers and principal |

| Activity - Intervention  | Activity Type      | Tier   | Phase | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible             |
|--|--------------------|--------|-------|------------|------------|-------------------|---------------------|-------------------------------|
| Students will be given additional instruction by another math instructor based upon the progress monitoring results. | Direct Instruction | Tier 2 |       | 09/06/2016 | 05/24/2017 | \$0               | No Funding Required | Math department and principal |

| Activity - Common Planning Time | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---------------------------------|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
|                                 |               |      |       |            |          |                   |                   |                   |

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|---|-----------------------|--|--|------------|------------|-----|---------------------|---|
| Staff will discuss student data during a scheduled common planning time. A Professional Learning Community culture will begin to take place within the high school culture. The district has added six more late starts into the calendar to encourage such collaboration | Professional Learning |  |  | 09/06/2016 | 05/24/2017 | \$0 | No Funding Required | Grade Level teachers, principals, special education teachers. |
|---|-----------------------|--|--|------------|------------|-----|---------------------|---|

| Activity - Student Reflection of Progress  | Activity Type                              | Tier   | Phase         | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible        |
|--|--|--------|---------------|------------|------------|-------------------|---------------------|--------------------------|
| The Math department will collaborate around student targets in relationship to their learning through the use of the progress monitoring tests. Students will reflect on their own learning by having very distinct learning targets that they need to meet in order to provide leverage and be prepared for standardized testing. | Curriculum Development, Direct Instruction | Tier 1 | Getting Ready | 09/06/2016 | 05/24/2017 | \$0               | No Funding Required | Math Teachers, Principal |

**Strategy 2:**

SAT Preparation - Teacher will collaborate around the major shifts in emphasis with the preparation to the SAT. The evidence of a shared understanding will be apparent through the re-alignment of their curriculum map as well as the power standards that are selected to cycle for the year. The selection of the power standards is an on-going process that changes based upon the most recent student data.

Category: Mathematics

Research Cited: College Board

Tier: Tier 1

| Activity - Teacher Training on SAT Preparation   | Activity Type   | Tier   | Phase         | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible           |
|--|---|--------|---------------|------------|------------|-------------------|-------------------|-----------------------------|
| Teachers will collaborate around the major shifts in math of the SAT. The teachers will have dialogue around the most current release of sample items and percent break-down. The dialogue will support decisions around changes to the content curriculum map and direct instruction. | Curriculum Development, Technology, Professional Learning | Tier 1 | Getting Ready | 09/06/2016 | 05/24/2017 | \$1000            | General Fund      | Principal and Math Teachers |

| Activity - Statistics and Probability Class | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
|---|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|

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|---|--|--------|-----------|------------|------------|-----|---------------------|-----------------------------|
| Reese High will offer a statistics and probability class to support the rigor that is required in the SAT. These offerings will again be offered to the student body. | Curriculum Development, Direct Instruction | Tier 1 | Implement | 09/06/2016 | 05/24/2017 | \$0 | No Funding Required | Principal and Math Teachers |
|---|--|--------|-----------|------------|------------|-----|---------------------|-----------------------------|

**Strategy 3:**

Eureka Math - Teachers will implement Eureka Math with 100% fidelity.

Category: Mathematics

Research Cited: Research supports that Eureka Math is the curriculum that is most aligned with the common core state standards both in content and depth of understanding.

Tier: Tier 1

| Activity - Math PCL  | Activity Type      | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible   |
|--|--------------------|--------|-----------|------------|------------|-------------------|-------------------|---|
| Teachers will collaborate and reflect during implementation during the Math PCL department time. Teachers will be prepared to share using data to make informed student focused decisions. | Direct Instruction | Tier 1 | Implement | 06/15/2017 | 06/15/2017 | \$0               | Other             | Brian Galsterer, Dave Hurst, Sarah Messing, Rebecca Mellish, Kathie Hillborg, Brian Terbush, Kevin Seeger, Steve Jackson, Jessica Bluhm |

**Goal 2: All students at Reese High school will significantly improve in ELA**

**Measurable Objective 1:**

A 6% increase of Eleventh grade students will demonstrate a proficiency by the SAT/M-STEP data in English Language Arts by 05/17/2017 as measured by the results.

**Strategy 1:**

Vertical Alignment - Students will draw evidence from literary or informational texts to support analysis, reflection, and research to demonstrate knowledge of content area. Teachers will collaborate to determine major themes and objectives to be targeted in the 6-12th grade. Staff will be concentrate on providing depth to critical

concepts based upon student knowledge and staff strengths/passion. Knowing which concepts are taught when, will help teachers understand the students knowledge base and exposure upon entering their classroom. Implementation will occur as collaboration time is provided.

Category: English/Language Arts

Research Cited: McCarthy, L.P. (1987) A stranger in strange lands: a college student writing across the curriculum. Vol.21, No.3 (Oct., 1987), pp. 233-265. Published by National Council of Teachers of English.

Tier: Tier 1

| Activity - Professional Development   | Activity Type         | Tier   | Phase         | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible   |
|---|-----------------------|--------|---------------|------------|------------|-------------------|-------------------|---|
| Staff will participate in a professional development series where they will adopt a solid bases to incorporate their "assigned" objectives which will be threaded throughout the school year . Staff will create a visual map that indicates areas of emphasis for each grade level | Professional Learning | Tier 1 | Getting Ready | 09/06/2016 | 05/24/2017 | \$1000            | Section 31a       | Teachers, principal, superintendent and writing consultant. |

### Goal 3: All students at Reese High School will be proficient in Social Studies

**Measurable Objective 1:**

A 6% increase of Eleventh grade students will demonstrate a proficiency by improving their scores in Social Studies by 05/24/2017 as measured by improved scores on SAT/M-STEP Social Studies.

**Strategy 1:**

Warm-Ups - Students will complete a deliberate cyclical practice problem five days a week that focuses on key concepts identified though data analysis. Classes will begin each day with a warm-up to immediately engage student thinking.

Category: Social Studies

Research Cited: Larry Ainsworth, Douglas Reeves, Robert Marzano & Mike Schomker

Tier: Tier 1

| Activity - Facilitate Meaningful Dialogue  | Activity Type      | Tier | Phase | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible                       |
|--|--------------------|------|-------|------------|------------|-------------------|---------------------|---|
| Teachers will explicitly plan meaningful dialogue around the key concept question. Teachers will be expected to utilize a variety of strategies to encourage participation from all students. Staff members will share a minimum of three techniques to team/administration that work in their classroom most effectively. | Direct Instruction |      |       | 09/06/2016 | 05/24/2017 | \$0               | No Funding Required | Teachers, principals and superintendent |



**Measurable Objective 2:**

A 5% increase of Female students will demonstrate a behavior engagement and increase proficiency of content in Social Studies by 05/24/2017 as measured by teachers documenting response of students by gender.

**Strategy 1:**

Meaningful Female Student Engagement - Using research based strategies teachers will intentionally increase female participation and engagement during class discussion and tasks. Lesson plans will indicate important females in history and activities that address the progression of women throughout history.

Category: Social Studies

Tier: Tier 1

| Activity - Preparation for Female student engagement   | Activity Type         | Tier   | Phase   | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible                  |
|--|-----------------------|--------|---------|------------|------------|-------------------|-------------------|------------------------------------|
| Social Studies teachers will collaboratively plan research based strategies to significantly increase female student engagement during discussion and tasks. | Professional Learning | Tier 1 | Monitor | 09/06/2016 | 05/24/2017 | \$0               | General Fund      | principal, teachers, administrator |

**Goal 4: Thirty-eight percent of students at Reese High School will become proficient math students.**

**Measurable Objective 1:**

38% of Eleventh grade students will demonstrate a proficiency on the MME examination in Mathematics by 04/01/2015 as measured by achieving an increase of eight percent on the standardized exam given in March 2014.

**(shared) Strategy 1:**

Focused Instructional Model - Students will complete two warm-up questions daily that are targeted and cyclical. The questions developed by staff reflect the critical areas of the MME. Students will be engaged in a review of previous grade level content as well as a preview of current grade level content. The students will monitor their growth by taking a progress monitoring test bi-weekly and graphing their results.

Category:

Research Cited: Focused Instructional Model is based on the work of Larry Ainsworth, Douglas Reeves, Mike Schmoker & Ebbinghaus.

Tier: Tier 1

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

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|---|-----------------------|--------|---------|------------|------------|-----|---------------------|-----------------------------------|
| Teachers will implement the Focused Instructional Model with a focus on fidelity. Teachers will progress monitor their students during the same week to support collegial dialogue around data. | Teacher Collaboration | Tier 1 | Monitor | 09/08/2014 | 05/29/2015 | \$0 | No Funding Required | All high school math instructors. |
|---|-----------------------|--------|---------|------------|------------|-----|---------------------|-----------------------------------|

| Activity - Data Wall  | Activity Type         | Tier   | Phase    | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible             |
|---|-----------------------|--------|----------|------------|------------|-------------------|---------------------|-------------------------------|
| Teachers will post classroom data every two weeks that will reflect the class average and growth trends.Data will be clear and visible to all stakeholders. | Teacher Collaboration | Tier 1 | Evaluate | 09/08/2014 | 05/29/2015 | \$0               | No Funding Required | All high school math teachers |

**Measurable Objective 2:**

10% of Eleventh grade Students with Disabilities students will demonstrate a proficiency on the MME examination in Mathematics by 04/01/2015 as measured by standardized test results.

**(shared) Strategy 1:**

Focused Instructional Model - Students will complete two warm-up questions daily that are targeted and cyclical. The questions developed by staff reflect the critical areas of the MME. Students will be engaged in a review of previous grade level content as well as a preview of current grade level content. The students will monitor their growth by taking a progress monitoring test bi-weekly and graphing their results.

Category:

Research Cited: Focused Instructional Model is based on the work of Larry Ainsworth, Douglas Reeves, Mike Schmoker & Ebbinghaus.

Tier: Tier 1

| Activity - Data Analysis  | Activity Type         | Tier   | Phase   | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible                 |
|---|-----------------------|--------|---------|------------|------------|-------------------|---------------------|-----------------------------------|
| Teachers will implement the Focused Instructional Model with a focus on fidelity. Teachers will progress monitor their students during the same week to support collegial dialogue around data. | Teacher Collaboration | Tier 1 | Monitor | 09/08/2014 | 05/29/2015 | \$0               | No Funding Required | All high school math instructors. |

| Activity - Data Wall  | Activity Type         | Tier   | Phase    | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible             |
|---|-----------------------|--------|----------|------------|------------|-------------------|---------------------|-------------------------------|
| Teachers will post classroom data every two weeks that will reflect the class average and growth trends.Data will be clear and visible to all stakeholders. | Teacher Collaboration | Tier 1 | Evaluate | 09/08/2014 | 05/29/2015 | \$0               | No Funding Required | All high school math teachers |

## 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                  |
|---|---|---|--------|---------------|------------|------------|-------------------|------------------------------------|
| Teacher Training on SAT Preparation       | Teachers will collaborate around the major shifts in math of the SAT. The teachers will be have dialogue around the most current release of sample items and percent break-down. The dialogue will support decisions around changes to the content curriculum map and direct instruction. | Curriculum Development, Technology, Professional Learning | Tier 1 | Getting Ready | 09/06/2016 | 05/24/2017 | \$1000            | Principal and Math Teachers        |
| Preparation for Female student engagement | Social Studies teachers will collaboratively plan research based strategies to significantly increase female student engagement during discussion and tasks.  | Professional Learning                                     | Tier 1 | Monitor       | 09/06/2016 | 05/24/2017 | \$0               | principal, teachers, administrator |

### Section 31a

| Activity Name            | Activity Description  | Activity Type         | Tier   | Phase         | Begin Date | End Date   | Resource Assigned | Staff Responsible   |
|--------------------------|---|-----------------------|--------|---------------|------------|------------|-------------------|---|
| Professional Development | Staff will participate in a professional development series where they will adopt a solid bases to incorporate their "assigned" objectives which will be threaded throughout the school year . Staff will create a visual map that indicates areas of emphasis for each grade level | Professional Learning | Tier 1 | Getting Ready | 09/06/2016 | 05/24/2017 | \$1000            | Teachers, principal, superintendent and writing consultant. |

### Other

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

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|          |  |                    |        |           |            |            |     |   |
|----------|--|--------------------|--------|-----------|------------|------------|-----|---|
| Math PCL | Teachers will collaborate and reflect during implementation during the Math PCL department time. Teachers will be prepared to share using data to make informed student focused decisions. | Direct Instruction | Tier 1 | Implement | 06/15/2017 | 06/15/2017 | \$0 | Brian Galsterer, Dave Hurst, Sarah Messing, Rebecca Mellish, Kathie Hillborg, Brian Terbush, Kevin Seeger, Steve Jackson, Jessica Bluhm |
|----------|--|--------------------|--------|-----------|------------|------------|-----|---|

**No Funding Required**

| Activity Name                    | Activity Description   | Activity Type                              | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Staff Responsible                       |
|----------------------------------|--|--|--------|-----------|------------|------------|-------------------|---|
| Data Wall                        | Teachers will post classroom data every two weeks that will reflect the class average and growth trends. Data will be clear and visible to all stakeholders.   | Teacher Collaboration                      | Tier 1 | Evaluate  | 09/08/2014 | 05/29/2015 | \$0               | All high school math teachers           |
| Statistics and Probability Class | Reese High will offer a statistics and probability class to support the rigor that is required in the SAT. These offerings will again be offered to the student body.  | Curriculum Development, Direct Instruction | Tier 1 | Implement | 09/06/2016 | 05/24/2017 | \$0               | Principal and Math Teachers             |
| Intervention                     | Students will be given additional instruction by another math instructor based upon the progress monitoring results.   | Direct Instruction                         | Tier 2 |           | 09/06/2016 | 05/24/2017 | \$0               | Math department and principal           |
| Facilitate Meaningful Dialogue   | Teachers will explicitly plan meaningful dialogue around the key concept question. Teachers will be expected to utilize a variety of strategies to encourage participation from all students. Staff members will share a minimum of three techniques to team/administration that work in their classroom most effectively. | Direct Instruction                         |        |           | 09/06/2016 | 05/24/2017 | \$0               | Teachers, principals and superintendent |

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|                                |  |   |        |               |            |            |     |   |
|--------------------------------|--|---|--------|---------------|------------|------------|-----|---|
| Progress Monitoring            | Staff will formatively assess students through the daily warm-ups. Lesson planning will be directly impacted based upon the student data. Formative assesment will occur daily and through bi-weekly quizzes.  | Technology , Professional Learning, Teacher Collaboration, Direct Instruction | Tier 1 |               | 09/06/2016 | 05/24/2017 | \$0 | Teachers and principal  |
| Data Analysis                  | Teachers will implement the Focused Instructional Model with a focus on fidelity. Teachers will progress monitor their students during the same week to support collegial dialogue around data.  | Teacher Collaboration   | Tier 1 | Monitor       | 09/08/2014 | 05/29/2015 | \$0 | All high school math instructors.                             |
| Student Reflection of Progress | The Math department will collaborate around student targets in relationship to their learning through the use of the progress monitoring tests. Students will reflect on their own learning by having very distinct learning targets that they need to meet in order to provide leverage and be prepared for standardized testing. | Curriculum Development, Direct Instruction                                    | Tier 1 | Getting Ready | 09/06/2016 | 05/24/2017 | \$0 | Math Teachers, Principal                                      |
| Common Planning Time           | Staff will discuss student data during a scheduled common planning time. A Professional Learning Community culture will begin to take place within the high school culture. The district has added six more late starts into the calendar to encourage such collaboration  | Professional Learning   |        |               | 09/06/2016 | 05/24/2017 | \$0 | Grade Level teachers, principals, special education teachers. |