

Plainwell Renaissance High School

SIP 2017-2018

Renaissance High School

Plainwell Community Schools

Ms. Tammy Glupker
422 ACORN ST
PLAINWELL, MI 49080-1414

TABLE OF CONTENTS

Overview	1
Goals Summary	2
Goal 1: Increase proficiency	3
Goal 2: Improve social/emotional well-being of each student	4
Goal 3: Reduce Out of School Suspensions	5
Activity Summary by Funding Source	7

Overview

Plan Name

Plainwell Renaissance High School SIP 2017-2018

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	Increase proficiency	Objectives: 1 Strategies: 2 Activities: 2	Organizational	\$1000
2	Improve social/emotional well-being of each student	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$5000
3	Reduce Out of School Suspensions	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$12000

Goal 1: Increase proficiency

Measurable Objective 1:

increase student growth by one grade level in Reading, Language Arts, or Mathematics by 06/08/2018 as measured by Accusess Benchmark Assessment.

Strategy 1:

Differentiation - Teachers will offer more academic practice and assessment offline aligned with the online curriculum, guided by the instructor.

Category: Learning Support Systems

Research Cited: Amunts, K., Schlaug, G., Jancke, L., Steinmetz, H., Schleicher, A., Dabringhaus, A., & Zilles, K. (1997). Motor cortex and hand motor skills: Structural compliance in the human brain. *Human Brain Mapping*, 5, 206–215.

Carpenter, S. K., Pashler, H., & Cepeda, N. J. (2009). Using tests to enhance 8th grade students’ retention of U.S. history facts. *Applied Cognitive Psychology*, 23, 760–771.

Greene, R. L. (2008). Repetition and spacing effects. In J. Byrne (Ed.), *Learning and memory: A comprehensive reference*, 2008 (pp. 65–78). Oxford, UK: Elsevier.

Hunter, M. (2004). *Mastery teaching*. Thousand Oaks, CA: Corwin.

Metcalfe, J., Kornell, N., & Son, L. K. (2007). A cognitive-science based programme to enhance study efficacy in a high and low-risk setting. *European Journal of Cognitive Psychology*, 19, 743–768.

Petrosini, L., Graziano, A., Mandolesi, L., Neri, P., Molinari, M., & Leggio, M. G. (2003). Watch how to do it! New advances in learning by observation. *Brain Research Reviews*, 42, 252–264.

Schlaug, G., Jancke, L., Huang, Y. X., & Steinmetz, H. (1995). In-vivo evidence of structural brain asymmetry in musicians. *Science*, 267, 699–701.

Seabrook, R., Brown, G. D. A., & Solity, J. E. (2005). Distributed and massed practice: From laboratory to classroom. *Applied Cognitive Psychology*, 19, 107–122.

Wulf, G., Shea, C. H., & Matschiner, S. (1998). Frequent feedback enhances complex motor skill learning. *Journal of Motor Behavior*, 30, 180–192.

Tier: Tier 2

Activity - Developing Offline Activities Collaboration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Plainwell Renaissance High School SIP 2017-2018

Renaissance High School

Staff will collaborate to identify supplemental activities offered through Edmentum as well as offline supplemental activities and intentionally integrate them into the online coursework for additional practice for students who do not score a passing grade on the mastery test.	Teacher Collaboration, Academic Support Program, Curriculum Development, Professional Learning	Tier 2	Getting Ready	09/05/2017	11/30/2017	\$1000	Title II Part A	Tammy Glupker, Charlie Wynne
---	--	--------	---------------	------------	------------	--------	-----------------	------------------------------

Strategy 2:

PLCs monitor data - Staff will meet bi-weekly to discuss student achievement data in academic classes, offline assignments, and benchmark assessments to identify students requiring tier 2 and tier 3 interventions.

Category: Learning Support Systems

Research Cited: Simmons, D. C., Kame'enui, E. J., Good, R. H., III, Harn, B. A., Cole, C., & Braun, D. (2002). Building, implementing, and sustaining a beginning reading model: Lessons learned school by school. In M. R. Shinn, H. M. Walker, & G. Stoner (Eds.), Interventions for academic and behavioral problems II: Preventive and remedial approaches (pp. 537-569). Bethesda, MD: National Association of School Psychologists.

Barth, R. (1991). Restructuring schools: Some questions for teachers and principals. Phi Delta Kappan, 73(2), 123–128.

Marzano, R. (2003). What works in schools: Translating research into action. Alexandria, VA: ASCD.

Tier: Tier 1

Activity - EDP Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students at Renaissance will have an Educational Development Plan (EDP) reflective of their personal social and academic needs by which all staff will abide.	Academic Support Program, Behavioral Support Program	Tier 1	Implement	09/05/2017	06/08/2018	\$0	No Funding Required	Tammy Glupker

Goal 2: Improve social/emotional well-being of each student

Measurable Objective 1:

collaborate to improve students' social and emotional well-being by 06/08/2018 as measured by survey data and meeting EDP goals.

Strategy 1:

Circle of Courage PD - All staff will participate in Circle of Courage professional development with the purpose of bringing social/emotional resiliency practices to our daily interventions.

Category: Other - Social/Emotional

Research Cited: Dishion TJ, Nelson SE, Kavanagh K. The Family Check-Up for high-risk adolescents: Preventing early-onset substance use by parent monitoring.

Behavior Therapy. 2003

Tier: Tier 1

Activity - Courageous Classrooms PD	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Courageous Classrooms Professional Development Series Designed for teachers and other classroom staff who work with students who exhibit problematic behavior, this course builds upon The Circle of Courage philosophy; providing a framework for implementing its principles in an educational setting. Topics covered include: The Circle of Courage philosophy, The four universal growth needs of belonging, mastery, independence, and generosity and how they can be met in a classroom, Points and levels systems vs. The Circle of Courage, Integrating The Circle of Courage with existing curriculum and/or behavior management models, Assessing students using a "courageous lens"	Behavioral Support Program	Tier 1	Implement	08/28/2017	06/08/2018	\$5000	Title II Part A	Tammy Glupker

Goal 3: Reduce Out of School Suspensions

Measurable Objective 1:

collaborate to reduce the percentage of students serving out of school suspensions by 06/08/2018 as measured by Discipline Reports.

Strategy 1:

In-school Counseling - Students demonstrating repeated or severe behaviors will be assigned therapy sessions with our in-school counselor and/or take part in small group workshops with specific curriculum designed to help students improve behavior and maximize coping mechanisms.

Category: Other - Social/Emotional

Research Cited: Wolpe, J. (1960). In behaviour therapy and the neuroses.

Wolpe, J. (1969). Basic principles and practices of behavior therapy of neuroses. American Journal of Psychiatry, 125(9), 1242-1247.

Tier: Tier 3

Plainwell Renaissance High School SIP 2017-2018

Renaissance High School

Activity - Small Group Workshops	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Workshops will be offered to students in small groups with curriculum aligned with assisting students in building coping mechanisms and behavioral modification.	Behavioral Support Program	Tier 3	Getting Ready	09/05/2017	06/08/2018	\$12000	Section 31a	Tammy Glupker

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
EDP Development	All students at Renaissance will have an Educational Development Plan (EDP) reflective of their personal social and academic needs by which all staff will abide.	Academic Support Program, Behavioral Support Program	Tier 1	Implement	09/05/2017	06/08/2018	\$0	Tammy Glupker

Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Courageous Classrooms PD	Courageous Classrooms Professional Development Series Designed for teachers and other classroom staff who work with students who exhibit problematic behavior, this course builds upon The Circle of Courage philosophy; providing a framework for implementing its principles in an educational setting. Topics covered include: The Circle of Courage philosophy, The four universal growth needs of belonging, mastery, independence, and generosity and how they can be met in a classroom, Points and levels systems vs. The Circle of Courage, Integrating The Circle of Courage with existing curriculum and/or behavior management models, Assessing students using a "courageous lens"	Behavioral Support Program	Tier 1	Implement	08/28/2017	06/08/2018	\$5000	Tammy Glupker

Plainwell Renaissance High School SIP 2017-2018

Renaissance High School

Developing Offline Activities Collaboration	Staff will collaborate to identify supplemental activities offered through Edmentum as well as offline supplemental activities and intentionally integrate them into the online coursework for additional practice for students who do not score a passing grade on the mastery test.	Teacher Collaboration, Academic Support Program, Curriculum Development, Professional Learning	Tier 2	Getting Ready	09/05/2017	11/30/2017	\$1000	Tammy Glupker, Charlie Wynne
---	---	--	--------	---------------	------------	------------	--------	------------------------------

Section 31a

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Small Group Workshops	Workshops will be offered to students in small groups with curriculum aligned with assisting students in building coping mechanisms and behavioral modification.	Behavioral Support Program	Tier 3	Getting Ready	09/05/2017	06/08/2018	\$12000	Tammy Glupker