



School Improvement Plan

Learning Options High School

Lake Orion Community Schools

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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 2018-2019 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	

Learning Options SIP 2018-19

Overview

Plan Name

Learning Options SIP 2018-19

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 Learning Options High School will increase their proficiency in English Language Arts.	Objectives: 1 Strategies: 2 Activities: 3	Academic	\$35764
2	All students at Learning Options High School will increase their proficiency in mathematics.	Objectives: 1 Strategies: 2 Activities: 3	Academic	\$35449

Goal 1: All students at Learning Options High School will increase their proficiency in English Language Arts.

Measurable Objective 1:

80% of All Students will increase student growth in Common Core Standards in English Language Arts by 06/15/2018 as measured by SAT, district common assessments, and/or FastBridge Assessments.

Strategy 1:

Common Core State Standards - Teachers and LSS staff will implement Common Core State Standards within the ELA curriculum.

Category: English/Language Arts

Research Cited: Michigan Department of Education

Tier: Tier 1

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet regularly together and with ELA department leaders to review student data and develop short-term goals for improvement. District ELA coach will provide professional development as needed.	Professional Learning	Tier 1	Implement	08/27/2018	06/14/2019	\$5311	Title II Part A	Building Administrators, ELA Department Leaders, Teachers, District ELA Coach

Activity - Common Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will review and implement district-wide common assessments for ELA 9, ELA 10, ELA 11, ELA 12 as well as screeners and progress monitoring tools.	Teacher Collaboration, Materials	Tier 1	Implement	09/04/2018	06/14/2019	\$0	No Funding Required	District Administration, Building Administration, ELA Department Leaders, and Teachers.

Strategy 2:

Learning Support Staff - Learning Support Staff will collaborate with ELA teachers and implement research-based interventions and assessments to increase all students' ELA proficiency.

Category: English/Language Arts

Research Cited: Ardoin, S. P., & Christ, T. J. (2009). Curriculum-based measurement of oral reading: Standard errors associated with progress monitoring outcomes from DIBELS, AIMSweb, and an experimental passage set. *School Psychology Review*, 38, 266-283.

Ardoin, S. P., Christ, T. J., Morena, L. S., Cormier, D. C., & Klingbeil, D. A. (2013). A systematic review and summarization of the recommendations and research surrounding curriculum-based measurement of oral reading fluency (CBM-R) decision rules. *Journal of School Psychology*, 51, 1-18. doi:10.1016/j.jsp.2012.09.004

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Christ, T. J., & Ardoin, S. P. (2015;2014;). Commentary on new metrics, measures, and uses for fluency data. *Reading and Writing*, 28, 151-157. doi:10.1007/s11145-014-9513-4

Christ, T. J., & Silbergliitt, B. (2007). Estimates of the standard error of measurement for curriculum-based measures of oral reading fluency. *School Psychology Review*, 36, 130-146.

Christ, T. J., Silbergliitt, B., Yeo, S., & Cormier, D. (2010). Curriculum-based measurement of oral reading: An evaluation of growth rates and seasonal effects among students served in general and special education. *School Psychology Review*, 39, 447-462.

Christ, T. J., White, M. J., Ardoin, S. P., & Eckert, T. L., (2013). Curriculum based measurement in reading: Consistence and validity across best, fastest, and question reading conditions. *School Psychology Review*, 42, 415-436.

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Christ, T. J., Zopluoglu, C., Monaghan, B. D., & Van Norman, E. R. (2013). Curriculum-based measurement of oral reading: Multi-study evaluation of schedule,

duration, and dataset quality on progress monitoring outcomes. *Journal of School Psychology*, 51, 19-57. doi:10.1016/j.jsp.2012.11.001

Hintze, J. M., & Christ, T. J. (2004). An examination of variability as a function of passage variance in CBM progress monitoring. *School Psychology Review*, 33-, 204-217.

January, S. -A.A., Ardoin, S. P. , Christ, T.J., Eckert, T.L., & White, M.J. (in press). Evaluating the interpretations and use of curriculum-based measurement in reading and word lists for universal screening in first and second grade. *School Psychology Review*.

Kendeou, P., McMaster, K. L., & Christ, T. J. (2016). Reading comprehension: Core components and processes. *Policy Insights from the Behavioral and Brain Sciences*, doi:10.1177/2372732215624707

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Van Norman, E. R., Christ, T. J., & Zopluoglu, C. (2013). The effects of baseline estimation on the reliability, validity, and precision of CBM-R growth estimates. *School Psychology Quarterly*, 28, 239-255. doi:10.1037/spq0000023

Yeo, S., Fearington, J. Y., & Christ, T. J. (2012). Relation between CBM-R and CBM-mR slopes: An application of latent growth modeling. *Assessment for Effective Intervention*, 37, 147-158. doi:10.1177/1534508411420129

Tier: Tier 2

Activity - Learning Support Staff	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Using summative and formative assessment data from SAT, district-wide common assessments, and screeners/progress monitoring tools, individual students will be targeted for instruction in the specific areas of their weaknesses. Students will work with their teachers and learning support staff members to increase ELA proficiency.	Class Size Reduction, Academic Support Program, Direct Instruction, Teacher Collaboration, Materials	Tier 2	Getting Ready	09/04/2018	06/14/2019	\$30453	Section 31a	District Administration, Building Administration, ELA Department Leaders, Teachers, LSS Staff.

Goal 2: All students at Learning Options High School will increase their proficiency in mathematics.

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Measurable Objective 1:

80% of All Students will increase student growth in Common Core Standards in Mathematics by 06/15/2018 as measured by SAT, district common assessments, and/or FastBridge Assessments.

Strategy 1:

Common Core State Standards - Teachers and Learning Support Staff will implement Common Core State Standards within the math curriculum.

Category: Mathematics

Research Cited: Michigan Department of Education

Tier: Tier 1

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet regularly together and with math department leaders to review student data and develop short-term goals for improvement.	Professional Learning	Tier 1	Implement	08/27/2018	06/14/2019	\$0	No Funding Required	Building Administrators, Math Department Leaders, and Teachers

Activity - Common Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will review and align assessments for Algebra 1, Algebra 2, and Geometry to the Common Core as well as screeners and progress monitoring tools.	Teacher Collaboration, Materials	Tier 1	Implement	09/04/2018	06/14/2019	\$0	No Funding Required	District Administration, Building Administration, Mathematics Teachers

Strategy 2:

Learning Support Staff - Learning Support Staff will collaborate with math teachers and implement research-based interventions and assessments to increase all students' math proficiency.

Category: Mathematics

Research Cited: Christ, T. J., JohnsonGros, K. N., & Hintze, J. M. (2005). An examination of alternate assessment durations when assessing multipleskill computational fluency: The generalizability and dependability of curriculumbased outcomes within the context of educational decisions. *Psychology in the Schools*, 42, 615-622.

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Christ, T. J., Scullin, S., Tolbize, A., & Jiban, C. L. (2008). Implications of recent research: Curriculum-based measurement of math computation. *Assessment for Effective Intervention*, 33, 198-205. doi:10.1177/1534508407313480

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Christ, T. J., & Vining, O. (2006). Curriculum-based measurement procedures to develop multiple-skill mathematics computation probes: Evaluation of random and stratified stimulus-set arrangements. *School Psychology Review*, 35, 387-400.

Hintze, J. M., Christ, T. J., & Keller, L. A. (2002). The generalizability of CBM survey-level mathematics assessments: Just how many samples do we need? *School Psychology Review*, 31, 514-528.

Tier: Tier 2

Activity - Learning Support Staff	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Using summative and formative assessment data from SAT, district-wide common assessments, and screeners/progress monitoring tools, individual students will be targeted for instruction in the specific areas of their weaknesses. Students will work with their teachers and learning support staff members to increase mathematics proficiency.	Class Size Reduction, Academic Support Program, Direct Instruction, Teacher Collaboration, Materials	Tier 2	Getting Ready	09/04/2018	06/14/2019	\$35449	Section 31a	District Administration, Building Administration, Mathematics Department Leaders, Teachers, Learning Support Staff

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Development	Teachers will meet regularly together and with ELA department leaders to review student data and develop short-term goals for improvement. District ELA coach will provide professional development as needed.	Professional Learning	Tier 1	Implement	08/27/2018	06/14/2019	\$5311	Building Administrators, ELA Department Leaders, Teachers, District ELA Coach

Section 31a

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Learning Support Staff	Using summative and formative assessment data from SAT, district-wide common assessments, and screeners/progress monitoring tools, individual students will be targeted for instruction in the specific areas of their weaknesses. Students will work with their teachers and learning support staff members to increase mathematics proficiency.	Class Size Reduction, Academic Support Program, Direct Instruction, Teacher Collaboration, Materials	Tier 2	Getting Ready	09/04/2018	06/14/2019	\$35449	District Administration, Building Administration, Mathematics Department Leaders, Teachers, Learning Support Staff

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Learning Support Staff	Using summative and formative assessment data from SAT, district-wide common assessments, and screeners/progress monitoring tools, individual students will be targeted for instruction in the specific areas of their weaknesses. Students will work with their teachers and learning support staff members to increase ELA proficiency.	Class Size Reduction, Academic Support Program, Direct Instruction, Teacher Collaboration, Materials	Tier 2	Getting Ready	09/04/2018	06/14/2019	\$30453	District Administration, Building Administration, ELA Department Leaders, Teachers, LSS Staff.
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No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Development	Teachers will meet regularly together and with math department leaders to review student data and develop short-term goals for improvement.	Professional Learning	Tier 1	Implement	08/27/2018	06/14/2019	\$0	Building Administrators, Math Department Leaders, and Teachers
Common Assessments	Teachers will review and implement district-wide common assessments for ELA 9, ELA 10, ELA 11, ELA 12 as well as screeners and progress monitoring tools.	Teacher Collaboration, Materials	Tier 1	Implement	09/04/2018	06/14/2019	\$0	District Administration, Building Administration, ELA Department Leaders, and Teachers.
Common Assessments	Teachers will review and align assessments for Algebra 1, Algebra 2, and Geometry to the Common Core as well as screeners and progress monitoring tools.	Teacher Collaboration, Materials	Tier 1	Implement	09/04/2018	06/14/2019	\$0	District Administration, Building Administration, Mathematics Teachers