

# School Improvement Plan

School Year: 2011-2012

School District: Romulus Community Schools

ISD/RESA: Wayne RESA

School Name: Romulus High School

Grades Served: 9,10,11,12

Principal: Mr. Hal Heard III

Building Code: 03260

District Approval of Plan:

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Authorized Official Signature and Date

Board of Education Approval of Plan:

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Authorized Official Signature and Date

# School Improvement Plan

## Contents

Introduction .....	3
School Information .....	4
Vision, Mission and Beliefs .....	5
Goals .....	6
Goal 1: Reading .....	6
Goal 2: Writing .....	18
Goal 3: Math .....	24
Resource Profile .....	34
Additional Requirements .....	35
Assurances .....	37
Stakeholders .....	44
Statement of Non-Discrimination .....	45
Supporting Documentation .....	46

# 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. 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.

## School Information

School:	<b>Romulus High School</b>
District:	<b>Romulus Community Schools</b>
Public/Non-Public:	<b>Public</b>
Grades:	<b>9,10,11,12</b>
School Code Number:	<b>03260</b>
City:	<b>Romulus</b>
State/Province:	<b>Michigan</b>
Country:	<b>United States</b>

# Vision, Mission and Beliefs

## **Vision Statement**

Romulus High School graduates model integrity, are goal-oriented, value education, and have the skills to be prepared in our ever-changing society. Eagles Prevail. Invest. Empower. Achieve

## **Mission Statement**

The Romulus High School staff believes all students can learn. Our mission is for all students to become life-long learners with the skills and knowledge necessary to succeed in an ever-changing global society. We will nurture and challenge all students to reach their full potential in a safe and orderly environment.

## **Beliefs Statement**

We believe...

...Learners who are respectful, responsible and resourceful embody the Romulus Way.

...Family support and involvement is essential for academic success.

...All stakeholders have a responsibility to ensure that students reach their full potential.

...Everyone is entitled to participate and learn in a safe and accepting environment.

...Student achievement is maximized when skills and knowledge are applied to and connected with real world situations.

...Technology, resources and skills are essential for student success in this global society.

...Schools must provide an atmosphere of curiosity and a challenging curriculum aligned with state and national standards taught by highly qualified teachers.

## Goals

Name	Development Status	Progress Status
Reading	Complete	Open
Writing	Complete	Open
Math	Complete	Open

### Goal 1: Reading

**Content Area:** English Language Arts

**Development Status:** Complete

**Student Goal Statement:** All students will increase their reading comprehension skills and performance in all content areas.

**Gap Statement:** Romulus High School students continue to score below the state average on standardized tests. Based on a review and analysis of our reading assessments in 2008, 43% of our students are proficient in reading according to the MME. 40% is the average percent score of our students on the PLAN test.

**Cause for Gap:** Students exhibit the following deficiencies in reading:

1. Reading fluency
2. Comprehension of text, both narrative and expository
3. Reading endurance
4. Vocabulary deficiencies
5. Lack of motivation to read materials not immediately interesting

**Multiple measures/sources of data you used to identify this gap in student achievement:** Michigan Merit Exam scores  
PLAN Test scores  
District Assessment (STAR Reading)

**What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal?** Annually five percent gains in the number of students scoring proficient on the Reading portion of the Michigan Merit Exam, scoring a 16 or higher on the PLAN Test for Reading, and demonstrating minimally one grade level increase on the STAR Reading test.

**Contact Name:** Hal Heard

#### List of Objectives:

Name	Objective
Increase student performance in reading comprehension	Annually, 5% more students will demonstrate proficiency on the MME, achieve a 16 or higher on the Reading portion of the PLAN test.

## 1.1. Objective: Increase student performance in reading comprehension

**Measurable Objective Statement to Support Goal:** Annually, 5% more students will demonstrate proficiency on the MME, achieve a 16 or higher on the Reading portion of the PLAN test.

### List of Strategies:

Name	Strategy
Academic Vocabulary in Reading	All teachers will provide students with specific reading terms and phrases in all grade levels in order to form a strong common vocabulary foundation.
Co-Teaching	Teachers will continue to receive training in co-teaching strategies in the 2010-2011 school year.
Marzano's Elements of Effective Teaching	All staff will be trained in the nine essential elements of effective teaching as identified by Marzano.
Professional Learning Communities	All teachers will be trained in establishing Professional Learning Communities.
Reading Apprenticeship	Staff will receive training in the Reading Apprenticeship Framework and implement this framework into their daily teaching practices. Teachers will focus on teaching reading through specified components of the framework that will increase students' metacognitive abilities and comprehension skills. Teachers will scaffold students in the learning of four dimensions of reading: social, personal, knowledge-building, and cognitive/metacognitive. Teachers will work to effectively implement SSR/Extensive Reading in their classrooms in order to foster a more literate environment. The use of Reading Apprenticeship provides a common language for teachers and students alike.

### 1.1.1. Strategy: Academic Vocabulary in Reading

**Strategy Statement:** All teachers will provide students with specific reading terms and phrases in all grade levels in order to form a strong common vocabulary foundation.

#### Selected Target Areas

- 1.3 Identifies goals to advance the vision
- 3.4 Designs and uses instructional strategies, innovations, and activities that are research-based and reflective of best practice
- 3.4 Supports instruction that is research-based and reflective of best practice
- 3.5 Offers a curriculum that challenges each student to excel, reflects a commitment to equity, and

demonstrates an appreciation of diversity
3.5 Supports a curriculum that challenges and meets the needs of each student, reflects a commitment to equity, and demonstrates an appreciation of diversity
3.7 Provides for articulation and alignment between and among all levels of schools
3.7 Maintains articulation among and between all levels of schooling to monitor student performance and ensure readiness for future schooling or employment
3.8 Implements interventions to help students meet expectations for student learning

**Other Required Information for Strategy**

Building Background Knowledge for Academic Achievement (Marzano, 2004)  
 Building Academic Vocabulary (Marzano, 2005)

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Six Steps for Teaching New Vocabulary	2010-11-01	2011-03-31	Curriculum Director Principals
Vocabulary in Reading	2010-10-01	2011-01-31	Teachers Principals Curriculum Director

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**1.1.1.1. Activity: Six Steps for Teaching New Vocabulary**

**Activity Description:** Teachers will utilize a six step process for teaching vocabulary in content areas.

**Planned staff responsible for implementing activity:** Curriculum Director  
 Principals

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2010-11-01, End Date - 2011-03-31

**Actual Timeline:** Begin Date - N/A, End Date - N/A

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
No Funds Required	No Funds Required	0.00	0.00

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**1.1.1.2. Activity: Vocabulary in Reading**

**Activity Description:** Teachers will create lists of common vocabulary in reading for all grade levels.

Teachers will deliver the instruction of this vocabulary by using Marzano's Instructional Strategies.

**Planned staff responsible for implementing activity:** Teachers

Principals

Curriculum Director

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2010-10-01, End Date - 2011-01-31

**Actual Timeline:** Begin Date - N/A, End Date - N/A

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
None needed - to be completed during scheduled department meeting time	No Funds Required	0.00	0.00

### 1.1.2. Strategy: Co-Teaching

**Strategy Statement:** Teachers will continue to receive training in co-teaching strategies in the 2010-2011 school year.

**Selected Target Areas**

1.1 Establishes a vision for the school in collaboration with its stakeholders
1.2 Communicates the vision and purpose to build stakeholder understanding and support
1.3 Identifies goals to advance the vision
2.10 Provides direction, assistance, and resources to align, support, and enhance all parts of the system in meeting organizational and student performance goals
2.11 Provides internal and external stakeholders meaningful roles in the decision-making process that promote a culture of participation, responsibility, and ownership
2.12 Assesses and addresses community expectations and stakeholder satisfaction
2.3 Ensures compliance with applicable local, state, and federal laws, standards, and regulations
2.5 Fosters a learning community
2.9 Responds to community expectations and stakeholder satisfaction
3.1 Develops and implements curriculum based on clearly defined expectations for student learning
3.10 Ensures that curriculum is reviewed and revised at regular intervals
3.2 Promotes active involvement of students in the learning process, including opportunities for them to explore application of higher-order thinking skills and investigate new approaches to applying their learning
3.2 Establishes expectations and supports student engagement in the learning process, including opportunities for students to explore application of higher order thinking skills and investigate new approaches to applying their learning
3.4 Designs and uses instructional strategies, innovations, and activities that are research-based and reflective of best practice
3.4 Supports instruction that is research-based and reflective of best practice

3.5 Offers a curriculum that challenges each student to excel, reflects a commitment to equity, and demonstrates an appreciation of diversity
3.5 Supports a curriculum that challenges and meets the needs of each student, reflects a commitment to equity, and demonstrates an appreciation of diversity
3.8 Implements interventions to help students meet expectations for student learning
3.8 Supports the implementation of interventions to help students meet expectations for student learning
4.7 Demonstrates verifiable growth in student performance
5.10 Provides appropriate support for students with special needs
6.1 Fosters collaboration with community stakeholders to support student learning
6.4 Communicates the expectations for student learning and goals for improvement to all stakeholders
7.2 Engages stakeholders in the processes of continuous improvement

**Other Required Information for Strategy**

Tangible and Intangible Elements of Collaborative Teaching, (Tannock, 2009)

Case Studies in Co-Teaching in the Content Areas, (Scruggs)

The Contributions of Qualitative Research to Discussions of Evidence-Based Practice in Special Education (Scruggs, 2008)

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Co-Teaching Professional Development	2010-09-07	2011-06-17	Curriculum Director Director of Special Education Principals

**1.1.2.1. Activity: Co-Teaching Professional Development**

**Activity Description:** Teachers in Co-Teaching classrooms will receive professional development on effective strategies and practices to be used.

**Planned staff responsible for implementing activity:** Curriculum Director  
Director of Special Education  
Principals

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2010-09-07, End Date - 2011-06-17

**Actual Timeline:** Begin Date - N/A, End Date - N/A

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Professional Development on District PD Days	No Funds Required	0.00	0.00

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### 1.1.3. Strategy: Marzano's Elements of Effective Teaching

**Strategy Statement:** All staff will be trained in the nine essential elements of effective teaching as identified by Marzano.

**Selected Target Areas**

1.2 Communicates the vision and purpose to build stakeholder understanding and support
1.3 Identifies goals to advance the vision
1.5 Ensures that the school's vision and purpose guide the teaching and learning process
2.5 Fosters a learning community
3.1 Develops and implements curriculum based on clearly defined expectations for student learning
3.10 Ensures that curriculum is reviewed and revised at regular intervals
3.4 Designs and uses instructional strategies, innovations, and activities that are research-based and reflective of best practice
3.4 Supports instruction that is research-based and reflective of best practice
3.5 Supports a curriculum that challenges and meets the needs of each student, reflects a commitment to equity, and demonstrates an appreciation of diversity

**Other Required Information for Strategy**

Classroom Instruction that Works - Research Based Strategies for Increasing Student Achievement (Marzano, Pickering, Pollock, 2001)

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Marzano's Elements of Effective Teaching	2010-10-07	2011-06-17	Curriculum Director Principals
Marzano's Elements of Effective Teaching	2010-10-01	2011-05-31	Teaching staff

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#### 1.1.3.1. Activity: Marzano's Elements of Effective Teaching

**Activity Description:** Teachers will be trained in the nine essential elements of effective instruction in order to enhance their teaching in all content areas.

**Planned staff responsible for implementing activity:** Curriculum Director

Principals

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2010-10-07, End Date - 2011-06-17

**Actual Timeline:** Begin Date - N/A, End Date - N/A

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Professional Development/District PD Days	No Funds Required	0.00	0.00

### 1.1.3.2. Activity: Marzano's Elements of Effective Teaching

**Activity Description:** Teachers will intentionally utilize the nine essential teaching strategies as outlined by Marzano in all classes.

**Planned staff responsible for implementing activity:** Teaching staff

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2010-10-01, End Date - 2011-05-31

**Actual Timeline:** Begin Date - N/A, End Date - N/A

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
No Funds Required	No Funds Required	0.00	0.00

### 1.1.4. Strategy: Professional Learning Communities

**Strategy Statement:** All teachers will be trained in establishing Professional Learning Communities.

**Selected Target Areas**

- |   |
|---|
| 1.1 Establishes a vision for the school in collaboration with its stakeholders  |
| 1.3 Identifies goals to advance the vision  |
| 1.5 Ensures that the school's vision and purpose guide the teaching and learning process  |
| 2.10 Implements an evaluation system that provides for the professional growth of all personnel   |
| 2.10 Provides direction, assistance, and resources to align, support, and enhance all parts of the system in meeting organizational and student performance goals |
| 2.11 Provides internal and external stakeholders meaningful roles in the decision-making process that   |

promote a culture of participation, responsibility, and ownership
2.5 Fosters a learning community
2.6 Provides teachers and students opportunities to lead
2.7 Provides stakeholders meaningful roles in the decision-making process that promote a culture of participation, responsibility, and ownership
2.9 Creates and supports collaborative networks of stakeholders to support system programs
3.1 Develops and implements curriculum based on clearly defined expectations for student learning
3.1 Develops, articulates, and coordinates curriculum based on clearly- defined expectations for student learning, including essential knowledge and skills
3.10 Ensures that curriculum is reviewed and revised at regular intervals
3.3 Ensures that system-wide curricular and instructional decisions are based on data and research at all levels
3.4 Designs and uses instructional strategies, innovations, and activities that are research-based and reflective of best practice
3.4 Supports instruction that is research-based and reflective of best practice

**Other Required Information for Strategy**

"Getting Started: Reculturing Schools to Become Professional Learning Communities", Dufour, R.

"Whatever It Takes: How Professional Learning Communities Respond When Kids Don't Learn", Dufour, R.

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Professional Development in PLC's	2010-11-02	2011-06-17	Curriculum Director Principals

**1.1.4.1. Activity: Professional Development in PLC's**

**Activity Description:** Teachers will receive training in Professional Learning Communities during professional development workshops throughout the 2010-2011 school year.

**Planned staff responsible for implementing activity:** Curriculum Director Principals

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2010-11-02, End Date - 2011-06-17

**Actual Timeline:** Begin Date - N/A, End Date - N/A

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Professional Development on District PD Days	No Funds Required	0.00	0.00

**1.1.5. Strategy: Reading Apprenticeship**

**Strategy Statement:** Staff will receive training in the Reading Apprenticeship Framework and implement this framework into their daily teaching practices. Teachers will focus on teaching reading through specified components of the framework that will increase students' metacognitive abilities and comprehension skills. Teachers will scaffold students in the learning of four dimensions of reading: social, personal, knowledge-building, and cognitive/metacognitive. Teachers will work to effectively implement SSR/Extensive Reading in their classrooms in order to foster a more literate environment. The use of Reading Apprenticeship provides a common language for teachers and students alike.

**Selected Target Areas**

1.2 Communicates the vision and purpose to build stakeholder understanding and support
1.5 Ensures that the school's vision and purpose guide the teaching and learning process
2.4 Employs a system that provides for analysis and review of student performance and school effectiveness
2.6 Provides teachers and students opportunities to lead
2.9 Responds to community expectations and stakeholder satisfaction
4.7 Demonstrates verifiable growth in student performance

**Other Required Information for Strategy**

Reading Apprenticeship: Strategic Literacy Initiative. WestEd. 2002  
The Power of Purposeful Reading. Torani, C. 2005. ASCD.

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
7-12 Professional Development	2009-10-05	2009-12-10	Adrienne Hill, Shanda Theis, Carmen Lawes
Continued Training	2009-09-01	2012-06-01	Dan Hurst, Hal Heard, Keisa Haynes, Heather Williams, Wendy Pachota, Jaime Nelson
Language Arts Department Summer Training at RESA	2009-08-10	2009-08-13	Dan Hurst, Shannon Collum, Monica Lewis, Serena Kessler, Andrea Jurk, Jessica Whiteside, Jen McClure
Reading Apprentice Training and Implementaion	2008-07-13	2008-07-16	Adrienne Hill Shanda Theis Carmen Lawes
Reading Apprenticeship Introduction	2008-	2009-	Dan Hurst, Don Foley, Linda Poirier, Adrienne

to 7-12 Teaching Staff	09-01	06-01	Hill, Shanda Theis, Carmen Lawes
Reflection of Framework Implementation and Supportive Practices	2010-02-01	2010-06-14	Dan Hurst, Hal Heard

### 1.1.5.1. Activity: 7-12 Professional Development

**Activity Description:** All 7-12 Teachers attended two professional development workshops. This provided them with student samples and strategies for implementing reading apprenticeship in their classrooms. These strategies include the following "talking to the text", "think-pair-share", "quick writes", "anticipation guides", "personal histories", "metacognitive logs", "think alouds", "jigsaw", "exit cards", "word-sort".

**Planned staff responsible for implementing activity:** Adrienne Hill, Shanda Theis, Carmen Lawes

**Actual staff responsible for implementing activity:** Adrienne Hill, Shanda Theis, Carmen Lawes

**Planned Timeline:** Begin Date - 2009-10-05, End Date - 2009-12-10

**Actual Timeline:** Begin Date - N/A, End Date - N/A

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Professional Development	General Funds	33.33	

### 1.1.5.2. Activity: Continued Training

**Activity Description:** Staff will receive additional/supplemental training on how to effectively implement Reading Apprenticeship strategies into their classrooms. This training may include the clarification of metacognitive practices and other key aspects of the program.

**Planned staff responsible for implementing activity:** Dan Hurst, Hal Heard, Keisa Haynes, Heather Williams, Wendy Pachota, Jaime Nelson

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2009-09-01, End Date - 2012-06-01

**Actual Timeline:** Begin Date - N/A, End Date - N/A

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Professional Development	No Funds Required	800.00	0.00

**1.1.5.3. Activity: Language Arts Department Summer Training at RESA**

**Activity Description:** Teachers in the high school Language Arts Department attended an intensive Reading Apprenticeship Training at RESA.

**Planned staff responsible for implementing activity:** Dan Hurst, Shannon Collum, Monica Lewis, Serena Kessler, Andrea Jurk, Jessica Whiteside, Jen McClure

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2009-08-10, End Date - 2009-08-13

**Actual Timeline:** Begin Date - N/A, End Date - N/A

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Summer Professional Development	General Funds	800.00	0.00

**1.1.5.4. Activity: Reading Apprentice Training and Implementaion**

**Activity Description:** Initial training of a small group of staff to investigate and research this framework.

**Planned staff responsible for implementing activity:** Adrienne Hill  
Shanda Theis  
Carmen Lawes

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2008-07-13, End Date - 2008-07-16

**Actual Timeline:** Begin Date - N/A, End Date - N/A

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Professional Development	General Funds	700.00	0.00

**1.1.5.5. Activity: Reading Apprenticeship Introduction to 7-12 Teaching Staff**

**Activity Description:** All 7-12 teaching staff will attend professional development activities that provide them with an introduction to the Reading Apprenticeship Framework. This workshop provided the staff with an overview of the framework, materials to support implementation, and multiple models to illustrate how a Reading Apprenticeship classroom would operate. Some models included establishing group norms that help cultivate a safe reading environment, promoting metacognitive thinking by making intrinsic reading skills visible to readers.

**Planned staff responsible for implementing activity:** Dan Hurst, Don Foley, Linda Poirier, Adrienne Hill, Shanda Theis, Carmen Lawes

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2008-09-01, End Date - 2009-06-01

**Actual Timeline:** Begin Date - N/A, End Date - N/A

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Professional Development	General Funds	0.00	0.00

**1.1.5.6. Activity: Reflection of Framework Implementation and Supportive Practices**

**Activity Description:** The entire school teaching staff will share classroom experiences with the Framework and continue to seek support through professional development workshops as needed.

**Planned staff responsible for implementing activity:** Dan Hurst, Hal Heard

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2010-02-01, End Date - 2010-06-14

**Actual Timeline:** Begin Date - N/A, End Date - N/A

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Professional Development	No Funds Required	0.00	

**Goal 2: Writing****Content Area:** Other**Development Status:** Complete**Student Goal Statement:** All students will be proficient in their writing in all content areas.

**Gap Statement:** Based on the 2008 MME writing assesment 24% of students are considered proficient. Five percent of students with disabilities scored proficient as compared to 26% of students without disabilities. There is also a significant gap between males and females (16% and 33% respectively) and between black and white (18% and 35% respectively).

**Cause for Gap:** Lack of providing sufficient details

Lack of cultural experience in making connections

Lack of motivation to write

**Multiple measures/sources of data you used to identify this gap in student achievement:** MME Writing Test (includes ACT English)

PLAN Test

District ELA pre-post writing test

**What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal?** All students will be proficient or above on the MME/ACT Writing Test, and there will be no gaps between subgroups.

Monitoring will take place on an ongoing basis:

\*Teachers will meet on a monthly basis to review/discuss writing related data

\*PLC's will be created so that teachers can discuss/assess student writing related to writing

\*Principals and Department Chairs will collect writing samples in order to monitor for strengths and weaknesses

**Contact Name:** Hal Heard**List of Objectives:**

Name	Objective
All students will improve their writing performance accross the curriculum	Annually 5% more of our students will be proficient in writing on the MME/ACT Persuasive Writing Test.

## 2.1. Objective: All students will improve their writing performance across the curriculum

**Measurable Objective Statement to Support Goal:** Annually 5% more of our students will be proficient in writing on the MME/ACT Persuasive Writing Test.

### List of Strategies:

Name	Strategy
6+1 Traits of Writing	The 6+1 Traits of Writing strategy is to be implemented by all staff so that all students/staff have a common language and rubrics to assess student writing. 6+1 Traits addresses the necessary components of writing in all content areas. Principals will monitor writing samples on a regular basis. ELA Department will monitor writing assessments at regular monthly meetings.
Academic Vocabulary	Staff will provide students with specific writing terms and phrases that will form a strong common foundation for all students.
Professional Learning Communities	All staff will be provided professional development in establishing Professional Learning Communities.

### 2.1.1. Strategy: 6+1 Traits of Writing

**Strategy Statement:** The 6+1 Traits of Writing strategy is to be implemented by all staff so that all students/staff have a common language and rubrics to assess student writing. 6+1 Traits addresses the necessary components of writing in all content areas.

Principals will monitor writing samples on a regular basis.

ELA Department will monitor writing assessments at regular monthly meetings.

#### Selected Target Areas

1.3 Identifies goals to advance the vision
1.5 Ensures that the school's vision and purpose guide the teaching and learning process
2.4 Employs a system that provides for analysis and review of student performance and school effectiveness
2.5 Fosters a learning community
2.6 Provides teachers and students opportunities to lead
3.4 Designs and uses instructional strategies, innovations, and activities that are research-based and reflective of best practice
3.4 Supports instruction that is research-based and reflective of best practice
4.4 Conducts a systematic analysis of instructional and organizational effectiveness and uses the results to improve student performance

### Other Required Information for Strategy

The Improvement of Student Writing, What Research Says, 2003. NWREL.

Bellamy, P., Research on Writing with the 6+1 Traits, NWREL.

6+1 Traits of Writing: Research Study Findings on the Intergration of Writing Assessment & Instruction, 1992-1993.

Reeves, M. The 90/90/90 Schools: A Case Study, 2000.

Zemelman, Best Practices in Writing, 1998.

### List of Activities:

Activity	Begin Date	End Date	Staff Responsible
6+1 Traits of Writing Continued Implementation	2009-09-01	2010-06-14	Curriculum Director Principals
The Writing Process	2009-09-08	2011-06-17	All staff is responsible for using the writing process. Principals

#### 2.1.1.1. Activity: 6+1 Traits of Writing Continued Implementation

**Activity Description:** All Staff will continue to use the 6+1 traits of writing to teach and evaluate their students writing on a daily basis. Staff will also continue to turn in samples of student writing on an bi-yearly basis.

**Planned staff responsible for implementing activity:** Curriculum Director  
Principals

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2009-09-01, End Date - 2010-06-14

**Actual Timeline:** Begin Date - N/A, End Date - N/A

#### Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
New Teacher Training on district PD days	No Funds Required	0.00	0.00

#### 2.1.1.2. Activity: The Writing Process

**Activity Description:** Teachers will support students in using the writing process when completing writing assignments. The writing process includes a planning stage, rough drafting, editing and revising, and a final draft. The writing process supports 6+1 Traits, and vice versa.

**Planned staff responsible for implementing activity:** All staff is responsible for using the writing process.  
Principals

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2009-09-08, End Date - 2011-06-17

**Actual Timeline:** Begin Date - N/A, End Date - N/A

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Professional Development in the Writing Process	No Funds Required	0.00	0.00

## 2.1.2. Strategy: Academic Vocabulary

**Strategy Statement:** Staff will provide students with specific writing terms and phrases that will form a strong common foundation for all students.

**Selected Target Areas**

3.1 Develops and implements curriculum based on clearly defined expectations for student learning
3.10 Ensures that curriculum is reviewed and revised at regular intervals
3.4 Supports instruction that is research-based and reflective of best practice
4.7 Demonstrates verifiable growth in student performance

**Other Required Information for Strategy**

Building Background Knowledge for Academic Achievement, Marzano, 2004.

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Writing Vocabulary	2010-10-10	2010-12-17	Curriculum Director Principals Teachers

### 2.1.2.1. Activity: Writing Vocabulary

**Activity Description:** Teachers will develop lists of writing terms and phrases by grade level.

**Planned staff responsible for implementing activity:** Curriculum Director  
Principals  
Teachers

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2010-10-10, End Date - 2010-12-17

**Actual Timeline:** Begin Date - N/A, End Date - N/A

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
No funds required	No Funds Required	0.00	0.00

### 2.1.3. Strategy: Professional Learning Communities

**Strategy Statement:** All staff will be provided professional development in establishing Professional Learning Communities.

**Selected Target Areas**

1.1 Establishes a vision for the school in collaboration with its stakeholders
1.2 Communicates the vision and purpose to build stakeholder understanding and support
1.3 Identifies goals to advance the vision
1.5 Ensures that the school's vision and purpose guide the teaching and learning process
1.6 Reviews its vision and purpose systematically and revises them when appropriate
2.11 Provides internal and external stakeholders meaningful roles in the decision-making process that promote a culture of participation, responsibility, and ownership
2.5 Fosters a learning community
2.6 Provides teachers and students opportunities to lead
2.9 Responds to community expectations and stakeholder satisfaction
2.9 Creates and supports collaborative networks of stakeholders to support system programs
3.10 Ensures that curriculum is reviewed and revised at regular intervals
3.2 Promotes active involvement of students in the learning process, including opportunities for them to explore application of higher-order thinking skills and investigate new approaches to applying their learning
3.4 Designs and uses instructional strategies, innovations, and activities that are research-based and reflective of best practice
3.4 Supports instruction that is research-based and reflective of best practice
3.5 Supports a curriculum that challenges and meets the needs of each student, reflects a commitment to equity, and demonstrates an appreciation of diversity
3.8 Supports the implementation of interventions to help students meet expectations for student learning
3.9 Monitors school climate and takes appropriate steps to ensure that it is conducive to student learning
4.3 Uses student assessment data for making decisions for continuous improvement of teaching and

learning processes

4.4 Provides a system of communication which uses a variety of methods to report student performance and system effectiveness to all stakeholders

4.7 Demonstrates verifiable growth in student performance

5.10 Provides appropriate support for students with special needs

5.3 Ensures that all staff participate in a continuous program of professional development

6.1 Fosters collaboration with community stakeholders to support student learning

6.3 Solicits the knowledge and skills of stakeholders to enhance the work of the school

6.4 Communicates the expectations for student learning and goals for improvement to all stakeholders

6.5 Provides information that is meaningful and useful to stakeholders

7.1 Engages in a continuous process of improvement that articulates the vision and purpose the school is pursuing (Vision); maintains a rich and current description of students, their performance, school effectiveness, and the school community (Profile); employs goals and interventions to improve student performance (Plan); and documents and uses the results to inform what happens next (Results)

7.3 Ensures that plans for continuous improvement are aligned with the vision and purpose of the school and expectations for student learning

7.3 Ensures that each school's plan for continuous improvement is aligned with the system's vision and expectations for student learning

7.4 Provides professional development for school personnel to help them implement improvement interventions to achieve improvement goals

### Other Required Information for Strategy

Dufore, R. Getting Started: Reculturing Schools to Become Professional Learning Communities

Dufore, R. Whatever It Takes: How Professional Learning Communities Respond When Kids Don't Learn

### List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Professional Development in PLC's	2010-11-02	2011-06-17	Curriculum Director Principals

#### 2.1.3.1. Activity: Professional Development in PLC's

**Activity Description:** Teachers will be trained in Professional Learning Communities during professional development workshops throughout the 2010-2011 school year.

**Planned staff responsible for implementing activity:** Curriculum Director  
Principals

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2010-11-02, End Date - 2011-06-17

**Actual Timeline:** Begin Date - N/A, End Date - N/A

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
No Funds Required - District PD	No Funds Required	0.00	0.00

### Goal 3: Math

**Content Area:** Math

**Development Status:** Complete

**Student Goal Statement:** All students will increase mathematical and problem solving skills in all curricular areas.

**Gap Statement:** Based on the 2008 MME math results 31% of our students are considered proficient on the MME. Additionally, 79% of our black students and 52% of our caucasian students are not considered proficient.

**Cause for Gap:** Students lack real world connections to mathematical concepts and need to apply these practices to their everyday life

Lack of student motivation

High mobility rates/transiency

Lack of differentiated instruction

Lack of guided inquiry based approach to provide students with problem solving practice

**Multiple measures/sources of data you used to identify this gap in student achievement:** MME

PLAN

PRE/POST Tests

Common Grade Level/Course Assessments

Basic Skills Assessment in all Math Classes

**What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal?** MME test

PLAN test

Pre/Post tests

Common course chapter tests

Common course final assessments

Staff and student surveys

**Contact Name:** Hal Heard

**List of Objectives:**

Name	Objective
Increase student performance in problem solving	Annually math scores on the MME will increase by 5% from the previous year's results.

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### 3.1. Objective: Increase student performance in problem solving

**Measurable Objective Statement to Support Goal:** Annually math scores on the MME will increase by 5% from the previous year's results.

**List of Strategies:**

Name	Strategy
Academic Vocabulary	All staff will provide students with specific math terms and phrases across various math courses offered, that will provide a strong common math vocabulary foundation for all students.
Co-Teaching	Participating staff will use effective practices/strategies associated with inclusion.
Integrating Technology	Staff will provide technology intervention services for students at risk of not achieving math proficiency.
Marzano's Elements of Effective Teaching	Staff will use Marzano's 9 essential elements of effective teaching.
Problem Solving	All staff will receive training to introduce and implement I.D.E.A.L. (Identify, Define, Explore, Act, Look back) as a problem solving model into their daily teaching practices to increase students' problem solving abilities. I.D.E.A.L. will provide a common language and framework across the curriculum.
Professional Learning Communities	All staff will establish Professional Learning Communities.

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#### 3.1.1. Strategy: Academic Vocabulary

**Strategy Statement:** All staff will provide students with specific math terms and phrases across various math courses offered, that will provide a strong common math vocabulary foundation for all students.

**Selected Target Areas**

1.1 Establishes a vision for the school in collaboration with its stakeholders
1.3 Identifies goals to advance the vision
1.5 Ensures that the school's vision and purpose guide the teaching and learning process
3.4 Designs and uses instructional strategies, innovations, and activities that are research-based and reflective of best practice
3.9 Maintains a system-wide climate that supports student learning
5.10 Provides appropriate support for students with special needs
6.1 Fosters collaboration with community stakeholders to support student learning

**Other Required Information for Strategy**

Building Background Knowledge for Academic Achievement (Marzano, 2004).

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Mathematics Vocabulary	2010-09-20	2010-11-10	Principal All Staff Curriculum Director

**3.1.1.1. Activity: Mathematics Vocabulary**

**Activity Description:** Teachers will create lists of math terms and phrases for every math course. Teachers will deliver the vocabulary by using Marzano's Instructional Strategies.

**Planned staff responsible for implementing activity:** Principal  
All Staff  
Curriculum Director

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2010-09-20, End Date - 2010-11-10

**Actual Timeline:** Begin Date - N/A, End Date - N/A

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
No Funds Required	No Funds Required	0.00	0.00

**3.1.2. Strategy: Co-Teaching**

**Strategy Statement:** Participating staff will use effective practices/strategies associated with inclusion.

**Selected Target Areas**

1.1 Establishes a vision and purpose for the system in collaboration with its stakeholders
1.2 Communicates the system's vision and purpose to build stakeholder understanding and support
1.3 Identifies goals to advance the vision
1.3 Identifies system-wide goals and measures to advance the vision
1.4 Develops and continuously maintains a profile of the system, its students, and the community
1.5 Ensures that the school's vision and purpose guide the teaching and learning process
2.10 Provides direction, assistance, and resources to align, support, and enhance all parts of the system in meeting organizational and student performance goals
2.11 Provides internal and external stakeholders meaningful roles in the decision-making process that promote a culture of participation, responsibility, and ownership
2.12 Assesses and addresses community expectations and stakeholder satisfaction
2.3 Ensures compliance with applicable local, state, and federal laws, standards, and regulations
2.5 Fosters a learning community
2.7 Provides stakeholders meaningful roles in the decision-making process that promote a culture of participation, responsibility, and ownership
2.9 Responds to community expectations and stakeholder satisfaction
2.9 Creates and supports collaborative networks of stakeholders to support system programs
3.10 Ensures that curriculum is reviewed and revised at regular intervals
3.2 Establishes expectations and supports student engagement in the learning process, including opportunities for students to explore application of higher order thinking skills and investigate new approaches to applying their learning
3.4 Supports instruction that is research-based and reflective of best practice
3.9 Maintains a system-wide climate that supports student learning
4.7 Demonstrates verifiable growth in student performance
5.10 Provides appropriate support for students with special needs
6.3 Solicits the knowledge and skills of stakeholders to enhance the work of the school
6.3 Solicits the knowledge and skills of stakeholders to enhance the work of the system
6.5 Provides information that is meaningful and useful to stakeholders

**Other Required Information for Strategy**

Scruggs, T. "The Contributions of Qualitative Research to Discussions of Evidence-Based Practice in Special Education," *Intervention in School and Clinic*, November 1, 2008.

Scruggs, T. "Case Studies in Co- teaching in the Content Areas," *Intervention in School and Clinic*.

Tannock, M.T. "Tangible and Intangible Elements of Collaborative Teaching," January 1, 2009.

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Co-Teaching PD for Teachers	2010-09-07	2011-06-16	Curriculum Director Special Education Director Principals Co-teaching Staff

### 3.1.2.1. Activity: Co-Teaching PD for Teachers

**Activity Description:** Teachers co-teaching a course will be provided PD in related practices associated with co-teaching.

**Planned staff responsible for implementing activity:** Curriculum Director  
Special Education Director  
Principals  
Co-teaching Staff

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2010-09-07, End Date - 2011-06-16

**Actual Timeline:** Begin Date - N/A, End Date - N/A

#### Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Substitutes for co-teaching inservices	Special Education	200.00	0.00

### 3.1.3. Strategy: Integrating Technology

**Strategy Statement:** Staff will provide technology intervention services for students at risk of not achieving math proficiency.

#### Selected Target Areas

1.1 Establishes a vision and purpose for the system in collaboration with its stakeholders
1.3 Identifies goals to advance the vision
1.3 Identifies system-wide goals and measures to advance the vision
2.5 Fosters a learning community
2.9 Responds to community expectations and stakeholder satisfaction
3.10 Ensures that curriculum is reviewed and revised at regular intervals
3.11 Coordinates and ensures ready access to instructional technology, information and media services, and materials needed for effective instruction
3.2 Establishes expectations and supports student engagement in the learning process, including opportunities for students to explore application of higher order thinking skills and investigate new approaches to applying their learning

### Other Required Information for Strategy

Connell, Gary, Waxman, "A Quantitative Synthesis of Recent Research on the Effects of Teaching and Learning with Technology on Student Outcomes."

#### List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Technology Integration	2010-09-07	2011-06-16	E20/20 Instructional Staff Counselors Math Instructors

#### 3.1.3.1. Activity: Technology Integration

**Activity Description:** Students will be enrolled and participate in E20/20 courses that are not meeting the Michigan Merit Curriculum expectations.

**Planned staff responsible for implementing activity:** E20/20 Instructional Staff  
Counselors  
Math Instructors

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2010-09-07, End Date - 2011-06-16

**Actual Timeline:** Begin Date - N/A, End Date - N/A

#### Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
No Funds Required	No Funds Required	0.00	0.00

#### 3.1.4. Strategy: Marzano's Elements of Effective Teaching

**Strategy Statement:** Staff will use Marzano's 9 essential elements of effective teaching.

#### Selected Target Areas

1.2 Communicates the system's vision and purpose to build stakeholder understanding and support
1.3 Identifies system-wide goals and measures to advance the vision
1.5 Ensures that the system's vision and purpose guide the teaching and learning process and the strategic direction of schools, departments, and services
2.5 Fosters a learning community
3.2 Promotes active involvement of students in the learning process, including opportunities for them to explore application of higher-order thinking skills and investigate new approaches to applying their

learning
3.4 Designs and uses instructional strategies, innovations, and activities that are research-based and reflective of best practice
3.4 Supports instruction that is research-based and reflective of best practice
3.9 Maintains a system-wide climate that supports student learning
4.7 Demonstrates verifiable growth in student performance
5.10 Provides appropriate support for students with special needs

### Other Required Information for Strategy

Classroom Instruction that Work-research Based Strategies for Increasing Student Achievement, Marzano, Pickering, Pollock, 2001.

### List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Marzano's Elements of Effective Teacher PD for Teachers	2010-09-07	2011-06-16	Curriculum Director Principals

### 3.1.4.1. Activity: Marzano's Elements of Effective Teacher PD for Teachers

**Activity Description:** Teachers will be trained in the elements of effective teaching. Teachers will implement these strategies throughout the year.

**Planned staff responsible for implementing activity:** Curriculum Director  
Principals

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2010-09-07, End Date - 2011-06-16

**Actual Timeline:** Begin Date - N/A, End Date - N/A

### Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Facilitator/Speaker on district PD day	Other	200.00	0.00

### 3.1.5. Strategy: Problem Solving

**Strategy Statement:** All staff will receive training to introduce and implement I.D.E.A.L. (Identify, Define, Explore, Act, Look back) as a problem solving model into their daily teaching practices to increase students' problem solving abilities. I.D.E.A.L. will provide a common language and framework across the curriculum.

**Selected Target Areas**

1.1 Establishes a vision for the school in collaboration with its stakeholders
1.3 Identifies system-wide goals and measures to advance the vision
2.9 Creates and supports collaborative networks of stakeholders to support system programs
3.1 Develops and implements curriculum based on clearly defined expectations for student learning
3.10 Provides comprehensive information and media services that support the curricular and instructional programs
3.4 Supports instruction that is research-based and reflective of best practice
4.7 Demonstrates verifiable growth in student performance
6.4 Communicates the expectations for student learning and goals for improvement to all stakeholders
7.3 Ensures that plans for continuous improvement are aligned with the vision and purpose of the school and expectations for student learning

**Other Required Information for Strategy**

Canter, Andrea. A Problem Solving Model for Improving Student Achievement. Principal Leadership, 5.4.2004.

Xie, Xuehui. The Cultivation of Problem Solving and Reason. School of Education, Najing Normal University.

Wilson, P.S. (Ed.)(1993). Research Ideas for the Classroom: High School Mathematics. New York: MacMilan.

Marzano, et al. Classroom Instruction That Works. Association for Supervision and Curriculum Development, 2001.

Roti J., Trahey., Zerafa,S., Improving Student Achievement in Solving Mathematical Word Problems, 2000.

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
I.D.E.A.L.	2010-09-07	2011-06-16	All staff

**3.1.5.1. Activity: I.D.E.A.L.**

**Activity Description:** All staff will be trained in the concepts of I.D.E.A.L., and will work within departments to identify current problem solving practices and apply and match them according to

**I.D.E.A.L.**

All staff will display the problem solving model I.D.E.A.L. in their classrooms. Staff will introduce and teach students the steps of the model in order to create a common language among all staff and students. Staff will demonstrate how the problem solving process applies to their content area.

**Planned staff responsible for implementing activity:** All staff

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2010-09-07, End Date - 2011-06-16

**Actual Timeline:** Begin Date - N/A, End Date - N/A

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Materials	General Funds	700.00	0.00

### 3.1.6. Strategy: Professional Learning Communities

**Strategy Statement:** All staff will establish Professional Learning Communities.

**Selected Target Areas**

1.1 Establishes a vision for the school in collaboration with its stakeholders
1.1 Establishes a vision and purpose for the system in collaboration with its stakeholders
1.2 Communicates the vision and purpose to build stakeholder understanding and support
1.3 Identifies goals to advance the vision
1.3 Identifies system-wide goals and measures to advance the vision
1.5 Ensures that the school's vision and purpose guide the teaching and learning process
1.5 Ensures that the system's vision and purpose guide the teaching and learning process and the strategic direction of schools, departments, and services
2.11 Provides internal and external stakeholders meaningful roles in the decision-making process that promote a culture of participation, responsibility, and ownership
2.5 Fosters a learning community
2.6 Provides teachers and students opportunities to lead
3.1 Develops, articulates, and coordinates curriculum based on clearly- defined expectations for student learning, including essential knowledge and skills
3.10 Ensures that curriculum is reviewed and revised at regular intervals
3.3 Gathers, analyzes, and uses data and research in making curricular and instructional choices
3.4 Supports instruction that is research-based and reflective of best practice
4.4 Conducts a systematic analysis of instructional and organizational effectiveness and uses the results to improve student performance
4.4 Provides a system of communication which uses a variety of methods to report student performance and system effectiveness to all stakeholders
5.10 Provides appropriate support for students with special needs

5.2 Establishes and implements a process to assign professional and support staff based on system needs and staff qualifications as may be required by federal and state law and regulations (i.e., professional preparation, ability, knowledge, and experience)
6.1 Fosters collaboration with community stakeholders to support student learning
6.5 Provides information that is meaningful and useful to stakeholders
7.2 Engages stakeholders in the processes of continuous improvement

**Other Required Information for Strategy**

Dufore, R. "Whatever It Takes: How Professional Learning Communities Respond When Kids Don't Learn."

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
PLC Professional Development for Teachers	2010-09-07	2011-06-16	Curriculum Director Principals

**3.1.6.1. Activity: PLC Professional Development for Teachers**

**Activity Description:** Teachers will be trained in professional learning communities during PD workshops throughout the 2010/2011 school year.

**Planned staff responsible for implementing activity:** Curriculum Director  
Principals

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2010-09-07, End Date - 2011-06-16

**Actual Timeline:** Begin Date - N/A, End Date - N/A

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Facilitator on District PD Day	Title II Part A	200.00	0.00

## Resource Profile

<b>Funding Source</b>	<b>Planned Amount</b>	<b>Actual Amount</b>
General Funds	\$2,233.33	\$0.00
Other	\$200.00	\$0.00
Title II Part A	\$200.00	\$0.00
No Funds Required	\$800.00	\$0.00
Special Education	\$200.00	\$0.00

# Additional Requirements

## Comprehensive Needs Assessment

The comprehensive needs assessment (CNA) requirement is met by completing a School Data Profile/Analysis (SDP/A), School Process Profile, and Summary Report. The comprehensive needs assessment must be completed prior to creating a new plan or annually updating an existing school improvement plan.

Use the results of the comprehensive needs assessment to develop Goals/Objectives/Strategies and Activities. Ensure that the Gap Statements and Causes for Gaps included in the Goals information address all four measures of data: student achievement data, school programs/process data, perceptions data (must include teachers and parents; student data is encouraged), and demographic data.

1. How was the comprehensive needs assessment conducted?

## Curriculum Alignment that Corresponds to the Goals

1. Describe how the curriculum is aligned with State standards and how this alignment will help the school meet the academic Goals. Describe the process for review and revision of the curriculum; evidence could include a timeline for curriculum review or a description of the review process.
2. Describe how decisions about curriculum, instruction and assessment are made at this school, and how all stakeholders are involved in the process.

*Student achievement data is regularly shared with the school community, with particular focus on achievement data by the School Improvement Team and academic departments. Together the School Improvement Team, academic departments, and the district determine appropriate strategies and instructional delivery methods. Parent surveys are distributed at each parent-teacher conference, and parent feedback contributes to the determination of school goals.*

## Staff Development

Use the results of the comprehensive needs assessment to create a written professional development plan that identifies ongoing, sustained professional development that is aligned to the Goals, Objectives and Strategies. These specific professional development activities must be included as Activities under the Goals section. District professional development activities that align to the school's CNA should also be included in the school-level Activities section.

## Alternative Measures of Assessment

1. Describe the process for developing, or the alternative measures of assessment used, that will provide authentic assessment of pupils' achievements, skills, and competencies.

### **Effective Use of Technology**

1. Describe the methods for effective use of technology as a way of improving learning and delivery of services and for integration of involving technology in the curriculum.

*Inspiration, Office 2007, LCD projectors, Plato, Class A, ParentConnect, Zangle, Blackboard, podcasts, iMovie, graphing calculators, and student response remotes are used to support our school improvement plan.*

### **Evaluation of the School Improvement Plan**

1. Describe how the school annually evaluates the implementation of, and results achieved by, the SIP, using data from the State's annual assessments and other indicators of academic achievement.

2. Describe how school and student information and progress will be shared with all stakeholders in a language that they can understand.

*Student information and building achievement data is shared with the community via local newspapers, the district's website, parent-teacher conferences, report cards, online through Parent Connect, and the annual report.*

### **Building Level Decision-Making**

1. Describe how school stakeholders are engaged in the decision-making process, including, but not limited to the development of the Goals, Objectives, Strategies and Activities included in the school improvement plan. School board members, school building administrators, teachers and other school employees, pupils, parents of pupils attending that school, parents of pupils attending that school, and other residents of the school district shall be invited and allowed to voluntarily participate in the development, review and evaluation of the district's school improvement plans.

*Throughout the course of the 2008-2009 and 2009-2010 school years, members of the School Improvement Team analyzed student achievement data to determine the school's goals and development and implementation of strategies to meet those goals. The School Improvement Team, along with targeted departments within the building, will collaborate to monitor and evaluate the success of the strategies in meeting the goals.*



## Assurances

### EdYES! (pending statutory approval to be changed to MI-SAAS) (EdYES!)

1. Literacy and math are tested annually in grades 1-5 ([MCL 380.1280b](#))

Response: *N/A (our school does not have grades 1-5)*

Comments:

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 on your website in the comments field (if applicable).

Response: *Yes*

Comments: <http://www.romulus.net/Schools/SeniorHighSchool/default.aspx>

### Educational Development Plan (EDP)

1. Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.

Response: *N/A (our school does not have grade 8)*

Comments:

2. Our school reviews and annually updates the EDPs to ensure academic course work alignment.

Response: *No*

Comments:

### Health and Safety (HSAT)

The following assurances come directly from the Healthy School Action Tool (HSAT) Assessment (<http://www.mihealthtools.org/hsat>), an online tool for school buildings to assess their school health environments. If your school completed the HSAT in the past year, you may refer back to your report to answer the following assurances. Responses to these assurances are necessary - whether you've completed the HSAT or not. These assurances are designed to help school improvement teams think about conditions for learning in their school, specifically related to student health and safety, and develop strategies in their school improvement plan to address any identified needs.

1. Our School has a written policy on school safety that supports proactive, preventative approaches to ensure a safe school environment.

Response: *Written policy, fully implemented*

Comments:

2. All teachers in our school have received professional development in management techniques to create calm, orderly classrooms.

Response: *Yes*

Comments:

3. Our school communicates all of our health and safety policies to students, staff, substitute teachers, parents and visitors through the parent handbook or newsletter at least once a year.

Response: *Yes*

Comments:

4. Our school has used data from a student health/safety assessment at least once in the past two years to assist in planning actions that will improve our school's environment and/or to determine the impact of changes that we have made on student attitudes and behaviors.

Response: *Yes*

Comments:

5. Our school has taken action on the Michigan State Board of Education Policy on Comprehensive School Health Education.

Response:

Comments:

6. All teachers who provide health education instruction received annual professional development/continuing education specifically related to health education.

Response:

Comments:

7. The health education curriculum used in our school is the Michigan Model for Health® Curriculum.

Response:

Comments:

8. The health education curriculum used in our school involves student interaction with their families and their community.

Response:

Comments:

9. Our school has taken action on the Michigan State Board of Education Policy on Quality Physical Education.

Response:

Comments:

10. At our school, physical education teachers annually participate in professional development specific to physical education.

Response:

Comments:

11. The physical education curriculum used in our school is:

Response:

Comments:

12. At least three times during the past 12 months, our school offered programs, activities or events for families about physical activity.

Response:

Comments:

13. Our school offers the following amount of total weekly minutes of physical education throughout the year.

Response: *150 minutes or more at elementary level, 225 minutes or more at middle/high level*

Comments:

14. Our school has taken action on the Michigan State Board of Education Policy on Nutrition Standards.

Response:

Comments:

15. The food service director/manager participated in professional development related to food or nutrition during the past 12 months.

Response:

Comments:

16. The food service director/manager supports/reinforces in the cafeteria what is taught in health education.

Response:

Comments:

17. During the past 12 months, our school collected information from parents to help evaluate/improve school meals or foods offered a la carte, in concessions, school stores, vending machines, or as a part of classroom celebrations/parties or at school events.

Response:

Comments:

18. Our school makes a good faith effort to ensure that federally reimbursable school nutrition programs are the main source of nutrition at school rather than vending or a la carte.

Response:

Comments:

19. Our school has a health services provider or school nurse accessible to students.

Response: *Yes, but we do not have a health services provider or school nurse for every 650 students*

Comments:

20. Our school has a written policy on school safety that involves parents, and broader community, in collaborative efforts to help ensure a safe school environment.

Response: *Written policy, fully implemented*

Comments:

21. Our school has a system in place for collecting relevant student medical information.

Response:

Comments:

22. Our school has taken action on the Michigan State Board of Education Positive Behavior Support Policy.

Response: *Adopted policy, but not fully implemented*

Comments:

23. During the past 12 months, the school counseling staff has provided professional development to school health staff about identification and referral of students related to violence and suicide prevention.

Response:

Comments:

24. During the past 12 months, the school counselor/psychologist/social worker offered information to students

(presentations, materials, individual or group counseling activities, events) about bullying, harassment and other peer to peer aggression.

Response: *Yes*

Comments:

25. During the past 12 months, the school counselor/psychologist/social worker has collaborated with appropriate school staff or community agencies to implement programs or activities related to bullying, harassment and other peer to peer aggression.

Response: *Yes*

Comments:

26. During the past 12 months, the school counseling staff identified students who are at risk of being victims or perpetrators of violence.

Response:

Comments:

27. Our school's mission statement includes the support of employee health and safety.

Response:

Comments:

28. During the past year, our school supported staff participation in health promotion programs by having a budget for staff health promotion.

Response: *No*

Comments:

29. During the past year, our school supported staff in healthy eating by providing healthy food choices at staff meetings.

Response: *No*

Comments:

30. Our school has a written family involvement policy that advocates for strong connections between the home, school and the community as a means of reducing barriers to student achievement.

Response: *Written Policy, but not fully implemented*

Comments:

31. Our school has a parent education program.

Response: *No*

Comments:

32. During the past 12 months, our school collected information from parents to help evaluate/improve school health education in our school.

Response: *No*

Comments:

33. During non school hours the community has access to indoor facilities for physical activity (such as gym, weight room, hallway for walking, pool, basketball court).

Response: *Access to all indoor facilities*

Comments:

## Stakeholders

List of names, positions and e-mail addresses of the stakeholders (staff, parents, community/business members and, as appropriate, students) who were involved in the planning, design, monitoring, and evaluation of this plan.

<b>Title</b>	<b>First Name</b>	<b>Last Name</b>	<b>Position</b>	<b>E-mail</b>
Ms.	Shanda	Theis	SIT Facilitator	stheis@romulus.k12.mi.us
Ms.	Monica	Lewis	ELA teacher	malewis@romulus.k12.mi.us
Ms.	Serena	Kessler	ELA Dept Chair	skkessler@romulus.k12.mi.us
Ms.	Carmen	Lawes	Teacher	cllawes@romulus.k12.mi.us
Ms.	Shannon	Collum	Teacher	sacollum@romulus.k12.mi.us
Ms.	Marci	Shafer	Teacher	mlshafer@romulus.k12.mi.us
Ms.	Linda	Poirier	Assistant Principal	lmpoirier@romulus.k12.mi.us
Ms.	Kim	Jensen	Teacher	kijensen@romulus.k12.mi.us
Mr.	Hal	Heard	Principal	haheard@romulus.k12.mi.us
Mrs.	Danielle	Funderburg	Parent/Board Member	fundesign2@aol.com
Mr.	David	Cooper	SIT Facilitator	drcooper@romulus.k12.mi.us
Ms.	Jennifer	McClure	Teacher	jesayer@romulus.k12.mi.us
Mrs.	Karen	Powell	Assistant Principal	kmfrazier@romulus.k12.mi.us

# Statement of Non-Discrimination

## Federal Office for Civil Rights

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 school 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 district/school is responsible, or for which it receives financial assistance from the U.S. Department of Education.

## Contact Information

Schools/Districts are required to designate an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities.

Name/Position:	Superintendent
Address:	36540 Grant Rd., Romulus MI 48174
Telephone Number:	734.532.1600

## References

- Title VI of the Civil Rights Act of 1964
- The Age Discrimination Act of 1975
- The Americans with Disabilities Act of 1990
- Elliott-Larsen prohibits discrimination against religion

# Supporting Documentation

*No documentation was attached.*