

2020-2021 School Improvement Plan

Roseville High School
Roseville Community Schools

Dr. Patrick Adams
17855 Common Rd
Roseville, MI 48066-4659

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Overview

Plan Name

2020-2021 School Improvement Plan

Plan Description

Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

| # | Goal Name | Goal Details | Goal Type | Total Funding |
|---|--|--|----------------|---------------|
| 1 | All students at Roseville High School will be proficient in reading. | Objectives: 1 Strategies: 3 Activities: 9 | Academic | \$104000 |
| 2 | All students at Roseville High School will be proficient in math. | Objectives: 1 Strategies: 3 Activities: 10 | Academic | \$133000 |
| 3 | All students at Roseville High School will be proficient in writing. | Objectives: 1 Strategies: 3 Activities: 9 | Academic | \$104000 |
| 4 | Roseville High School will improve climate and culture by implementing Multi-Tiered Systems of Supports. | Objectives: 1 Strategies: 5 Activities: 22 | Organizational | \$575000 |

Goal 1: All students at Roseville High School will be proficient in reading.

Measurable Objective 1:

40% of All Students will demonstrate a proficiency in Words in Context in English Language Arts by 07/01/2022 as measured by 2022 State Assessments.

Strategy 1:

School-wide Literacy Initiative - A collaborative team will determine school-wide researched based literacy strategies that will be implemented across curriculum based on student deficit areas as a school. These strategies will become daily practices in the curriculum and instruction in every classroom at RHS. Training and materials will be given to all staff regarding the implementation of the strategies. Additionally, staff will learn how to monitor the strategies and will receive feedback from administration about its implementation.

Category: English/Language Arts

Research Cited: Murphy and Murphy (2018) Thinking Reading: What every secondary teacher needs to know about reading.

DeFour, R., DeFour, R., Eakers, R., Many, T. & Mattos, M. (2016). PLC at Work: A Handbook for professional learning communities at work.

Buffin, A., Mattos, M. & Malone, J. (2017). Taking Action: A hand books for RTI at work.

Gregory, G, Kaufeldt, M & Mattos, M. (2016). Best Practices at Tier 1: Daily differentiation for effective instruction.

Ivey, G & Fisher, D. (2006) Creating Literacy-Rich Schools for Adolescents.

Goodwin, B (2020). Cracking the Reading Code.

Fisher, D & Fray, N. (2020). Skill, Will and Thrill of Reading Comprehension.

Boushey, G & Moser, J (2009). The Cafe Book: Engaging all students in daily literacy assessment and instruction.

Tier: Tier 1

| Activity - Identify School-wide Reading Strategies | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--|--------|-----------|------------|------------|-------------------|------------------------------|---|
| A collaborative team has and will continue to research effective secondary reading strategies that can be used across the curriculum. School administration, consultants, PD, book studies, and additional programs/resources will be used to research effective secondary reading strategies. | Academic Support Program, Direct Instruction, Curriculum Development | Tier 1 | Implement | 07/01/2020 | 07/01/2022 | \$5000 | Title II Part A, Section 31a | Administration, English Department and RTI staff. |

| Activity - Reading Strategies Professional Development | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
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| Professional development by consultants, PD, books, selected RHS staff, and additional programs/resources will be provided. The goal of this professional development will be to focus on school-wide literacy strategies that address access to ability-level books, small group/1-on-1 instruction, and building academic vocabulary. | Academic Support Program, Direct Instruction, Curriculum Development | Tier 1 | Getting Ready | 07/01/2020 | 07/01/2022 | \$5000 | Title II Part A | Administration, |
|---|--|--------|---------------|------------|------------|--------|-----------------|-----------------|

| Activity - Facilitating/Implementing Reading Strategies | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--|--------|---------------|------------|------------|-------------------|-------------------|-------------------------------|
| Using consultants, conferences, books, selected staff, and additional programs/resources will be used to facilitate implementation and monitoring effective reading strategies that address students access to ability level books, small group/1-on-1 instruction, and building academic vocabulary. | Academic Support Program, Direct Instruction, Curriculum Development | Tier 1 | Getting Ready | 07/01/2020 | 07/01/2022 | \$6000 | Title II Part A | Administration and all staff. |

Strategy 2:

Student Reading/Literacy Data - Universal screening data of literacy levels of all students will be collected. Next, it will be analyzed by a collaborative group. Finally, a team will put the data in a usable format for teachers to use across curriculum and provided with targeted instruction/interventions to meet the needs of students. This is an ongoing cycle that is frequently reviewed.

Category: English/Language Arts

Research Cited: Murphy and Murphy (2018) Thinking Reading: What every secondary teacher needs to know about reading.

DeFour, R., DeFour, R., Eakers, R., Many, T. & Mattos, M. (2016). PLC at Work: A Handbook for professional learning communities at work.

Buffin, A., Mattos, M. & Malone, J. (2017). Taking Action: A hand books for RTI at work.

Gregory, G, Kaufeldt, M & Mattos, M. (2016). Best Practices at Tier 1: Daily differentiation for effective instruction.

Ivey, G & Fisher, D. (2006) Creating Literacy-Rich Schools for Adolescents.

Goodwin, B (2020). Cracking the Reading Code.

Fisher, D & Fray, N. (2020). Skill, Will and Thrill of Reading Comprehension.

Boushey, G & Moser, J (2009). The Cafe Book: Engaging all students in daily literacy assessment and instruction.

Tier: Tier 1

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

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|---|--------------------------|--------|-----------|------------|------------|---------|-------------|--|
| Assessment will be created, organized, and administered to determine all students' current reading skills, and areas of deficiency. Assessments include STAR 360 (or other standardized assessment), local school created assessments, and state assessments. | Academic Support Program | Tier 1 | Implement | 07/01/2020 | 07/01/2022 | \$15000 | Section 31a | School administration, counseling, data coach, and RTI staff |
|---|--------------------------|--------|-----------|------------|------------|---------|-------------|--|

| Activity - Reading Data Analysis | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--|------|-----------|------------|------------|-------------------|-------------------|-------------------|
| Staff will look at students' data to determine areas of deficiency, and strength based on Star 360 (or other standardized assessment), local school assessments, state assessments. This data will be used to provide targeted instruction, support, and interventions. | Academic Support Program, Curriculum Development, Evaluation | | Implement | 07/01/2020 | 07/01/2022 | \$3000 | Section 31a | All Staff. |

| Activity - Portfolio of Student Reading Proficiency | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--|--------|-----------|------------|------------|-------------------|-------------------|-------------------|
| Data Coach will produce data in a usable form to teachers to be used to provide support to students based on their reading skills. | Academic Support Program, Curriculum Development, Evaluation | Tier 1 | Implement | 07/01/2020 | 07/01/2022 | \$53000 | Section 31a | Data Coach |

Strategy 3:

Extended Support for Below Grade Level Readers - Students significantly below grade level in the area of reading have been identified through universal screening and/or special education testing data to be placed in our English Enrichment Classes. Students are placed in this Tier 3 English Enrichment class in addition to their regular English class. The class is designed to fill student reading skill gaps. Strategies implemented in the class are based in the areas of comprehension, fluency, vocabulary and text accuracy. Small group instruction is tailored to meet the deficit areas of individual students. These classes are taught with a general education teacher and special education teacher/paraprofessional.

Category: English/Language Arts

Research Cited: Murphy and Murphy (2018) Thinking Reading: What every secondary teacher needs to know about reading.

DeFour, R., DeFour, R., Eakers, R., Many, T. & Mattos, M. (2016). PLC at Work: A Handbook for professional learning communities at work.

Buffin, A., Mattos, M. & Malone, J. (2017). Taking Action: A hand books for RTI at work.

Gregory, G, Kaufeldt, M & Mattos, M. (2016). Best Practices at Tier 1: Daily differentiation for effective instruction.

Ivey, G & Fisher, D. (2006) Creating Literacy-Rich Schools for Adolescents.

Goodwin, B (2020). Cracking the Reading Code.

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Boushey, G & Moser, J (2009). The Cafe Book: Engaging all students in daily literacy assessment and instruction.

Tier: Tier 3

Tier: Tier 3

| Activity - English Enrichment Programs Training | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------------|--------|-----------|------------|------------|-------------------|-------------------|---|
| Training by consultants, PD, conferences, and books will be provided to staff teaching these classes. | Academic Support Program | Tier 3 | Implement | 07/01/2020 | 07/01/2022 | \$6000 | Title II Part A | Enrichment English teachers, special education staff and administration. |
| Activity - English Enrichment Programs/strategies | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Material, additional staff, and online programs will be provided to these classrooms and teachers. The interventions will focus on strategies to increase students' comprehension, accuracy, fluency, and vocabulary of text to improve student literacy skills. Staff will work collaboratively to create this program and determine strategies that will be most effective. | Academic Support Program | Tier 3 | Implement | 07/01/2020 | 07/01/2022 | \$8000 | Section 31a | English enrichment teachers, administration, special education teachers and paraprofessionals. |
| Activity - Identifying Students in Need of Intervention | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Student Intervention Team in collaboration with counselors, special education teachers, classroom teachers, and data coach will identify students that need a reading intervention class based universal screening. This will include students in special education that need interventions in literacy. | Academic Support Program | Tier 3 | Implement | 07/01/2020 | 07/01/2022 | \$3000 | Section 31a | English enrichment teachers, administration, special education teachers, data coach and school intervention team. |

Goal 2: All students at Roseville High School will be proficient in math.

Measurable Objective 1:

18% of All Students will demonstrate a proficiency in the Heart of Algebra in Mathematics by 07/01/2022 as measured by 2022 State Assessments.

Strategy 1:

Student Math Data - Universal screening data of math levels of all students will be collected. Next, it will be analyzed by a collaborative group. Finally, a team will put the data in a usable format for teachers to use across curriculum and provide targeted instruction/interventions to meet the needs of students. This is an ongoing cycle that is frequently reviewed.

Category: Mathematics

Research Cited: DeFour, R., DeFour, R., Eakers, R., Many, T. & Mattos, M. (2016). PLC at Work: A Handbook for professional learning communities at work.

Buffin, A., Mattos, M. & Malone, J. (2017). Taking Action: A hand books for RTI at work.

Tier: Tier 1

| Activity - Universal Screening | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--|--------|-----------|------------|------------|-------------------|-------------------|---|
| Assessment will be created, organized, and administered to determine all student to determine current math skills and areas of deficiency. Assessments include STAR 360 (or other standardized assessment), local school created assessments, and state assessments. | Academic Support Program, Direct Instruction, Curriculum Development | Tier 1 | Implement | 07/01/2020 | 07/01/2022 | \$15000 | Section 31a | Data Coach, RTI staff, Counselors and administration. |

| Activity - Math Student Data Analyzes | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--|--------|---------|------------|------------|-------------------|-------------------|--------------------------------|
| Staff will look at students' data to determine areas of deficiency, and strength based on Star 360 (or other standardized assessment), local school assessments, and state assessments. This data will be used to provided targeted instruction, support, and interventions. | Academic Support Program, Technology, Direct Instruction, Curriculum Development | Tier 1 | Monitor | 07/01/2020 | 07/01/2022 | \$3000 | Section 31a | Data Coach and Administration. |

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| Activity - Portfolio of Student Math Proficiency | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------------------------|--------|-----------|------------|------------|-------------------|-------------------|-------------------|
| Data Coach will produce data in a usable form to teachers to be used to provide support to students based on their math skills. | Academic Support Program, Evaluation | Tier 1 | Implement | 07/01/2020 | 08/01/2022 | \$53000 | Section 31a | Data Coach |

Strategy 2:

Extended Support for Below Grade Level Math - Students significantly below grade level in the area of reading have been identified through universal screening and/or special education testing data to be placed in our Math Enrichment Classes. Students are placed in this Tier 3 Math Enrichment class in addition to their regular math class. The class is designed to fill student math skill gaps. Strategies implemented in the class are targeted around the Heart of Algebra. Small group instruction is tailored to meet the deficit areas of individual students. These classes are taught with a general education teacher and special education teacher/paraprofessional.

Category: Mathematics

Research Cited: <http://www.usethekey.org.uk/sample-articles/effective-use-of-teaching-assistants-strategies-and-activities>

<http://files.eric.ed.gov/fulltext/EJ967110.pdf>

DeFour, R., DeFour, R., Eakers, R., Many, T. & Mattos, M. (2016). PLC at Work: A Handbook for professional learning communities at work.

Buffin, A., Mattos, M. & Malone, J. (2017). Taking Action: A hand books for RTI at work.

Gregory, G, Kaufeldt, M & Mattos, M. (2016). Best Practices at Tier 1: Daily differentiation for effective instruction.

Tier: Tier 3

| Activity - Math Enrichment Programs Training | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|--------|---------------|------------|------------|-------------------|-------------------|-------------------------------------|
| Training through outside consultants, PD, conferences, current RHS staff, and books will be provided to staff teaching these classes. | Academic Support Program, Professional Learning, Direct Instruction, Curriculum Development | Tier 3 | Getting Ready | 07/01/2020 | 07/01/2022 | \$25000 | Section 31a | Math Department and administration. |

| Activity - Math Enrichment Programs/Strategies | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
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| Material, additional staff, and online programs (ASCEND) will be provided to these classrooms and teachers. The interventions will focus on strategies to increase students' Heat of Algebra skills. Staff will work collaboratively to create this program and determine strategies that will be most effective. | Academic Support Program, Direct Instruction | Tier 3 | Getting Ready | 07/01/2020 | 07/01/2022 | \$8000 | Section 31a | Math Enrichment Teachers |
|---|--|--------|---------------|------------|------------|--------|-------------|--------------------------|

| Activity - Identifying Students in Need of Intervention | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|--------|---------------|------------|------------|-------------------|-------------------|--|
| Student Intervention Team in collaboration with counselors, special education teachers, classroom teachers, and data coach will identify students that need a math intervention class based universal screening. This will include students in special education that need interventions in math. | Academic Support Program, Teacher Collaboration | Tier 3 | Getting Ready | 07/01/2020 | 07/01/2022 | \$3000 | Section 31a | Math Enrichment teachers, administration and Data Coach. |

Strategy 3:

Department-wide Math Strategies - A collaborative team will determine school-wide researched based math strategies that will be implemented across curriculum based on student deficit areas as a school. These strategies will become daily practices in the curriculum and instruction in every math classroom. Training and materials will be given to all staff regarding the implementation of the strategies. Additionally, staff will learn how to monitor the strategies and will receive feedback from administration about its implementation.

Category: Mathematics

Research Cited: DeFour, R., DeFour, R., Eakers, R., Many, T. & Mattos, M. (2016). PLC at Work: A Handbook for professional learning communities at work.

Buffin, A., Mattos, M. & Malone, J. (2017). Taking Action: A hand books for RTI at work.

Tier: Tier 1

| Activity - Identify Math Strategies | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--|--------|---------------|------------|------------|-------------------|-------------------|-------------------------------------|
| A collaborative team will research effective secondary math strategies that can be used across the math curriculum. School administration, consultants, PD, book studies, and additional programs/resources will be used to research effect secondary math strategies. | Academic Support Program, Curriculum Development | Tier 1 | Getting Ready | 07/01/2020 | 07/01/2022 | \$5000 | Title II Part A | Math Department and Administration. |

| Activity - PD About Math Strategies Across the Department | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
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| Professional development by consultants, PD, books, selected RHS staff, and additional programs/resources will be provided. The goal of this professional development will be to focus on school-wide math strategies that address students Heart of Algebra skills. | Academic Support Program, Curriculum Development | Tier 1 | Getting Ready | 07/01/2020 | 07/01/2022 | \$5000 | Title II Part A | Math Department |
| Activity - Facilitating/Implementing Math Strategies | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Using consultants, conferences, books, selected staff, and additional programs/resources will be used to facilitate implementation and monitoring effective math strategies that address students Heart of Algebra skills. | Monitor, Academic Support Program, Curriculum Development | Tier 1 | Getting Ready | 07/01/2020 | 07/01/2022 | \$6000 | Title II Part A | Math Department and administration. |
| Activity - Instruction and practice with Graphing Calculators | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Math teachers will use class sets of graphing or scientific calculators to train students. All students will have access to this technology. | Academic Support Program, Direct Instruction, Curriculum Development | Tier 1 | | 07/01/2020 | 07/01/2022 | \$10000 | General Fund | Administration and Math Department |

Goal 3: All students at Roseville High School will be proficient in writing.

Measurable Objective 1:

50% of All Students will demonstrate a proficiency in Expression of Ideas in Writing by 07/01/2022 as measured by State Assessments, along with measured progress samples, and In-class essays. .

Strategy 1:

School-wide Writing Strategies - A collaborative team will determine school-wide researched based writing strategies that will be implemented across curriculum based on student deficit areas as a school. These strategies will become daily practices in the curriculum and instruction in every classroom at RHS. Training and materials will be given to all staff regarding the implementation of the strategies. Additionally, staff will learn how to monitor the strategies and will receive feedback from administration about its implementation.

Category: English/Language Arts

Research Cited: Murphy and Murphy (2018) Thinking Reading: What every secondary teacher needs to know about reading.

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DeFour, R., DeFour, R., Eakers, R., Many, T. & Mattos, M. (2016). PLC at Work: A Handbook for professional learning communities at work.

Buffin, A., Mattos, M. & Malone, J. (2017). Taking Action: A hand books for RTI at work.

Gregory, G, Kaufeldt, M & Mattos, M. (2016). Best Practices at Tier 1: Daily differentiation for effective instruction.

Ivey, G & Fisher, D. (2006) Creating Literacy-Rich Schools for Adolescents.

Goodwin, B (2020). Cracking the Reading Code.

Fisher, D & Fray, N. (2020). Skill, Will and Thrill of Reading Comprehension.

Boushey, G & Moser, J (2009). The Cafe Book: Engaging all students in daily literacy assessment and instruction.

Tier: Tier 1

| Activity - Identify Writing Strategies | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--|--------|-----------|------------|------------|-------------------|------------------------------|---|
| A collaborative team has and will continue to research effective secondary writing strategies that can be used across the curriculum. School administration, consultants, PD, book studies, and additional programs/resources will be used to research effect secondary reading strategies. | Academic Support Program, Professional Learning, Curriculum Development | Tier 1 | Implement | 07/01/2020 | 07/01/2022 | \$5000 | Section 31a, Title II Part A | English Department, RTI staff and Administrators. |
| Activity - PD about Writing Strategies Across the Curriculum | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Professional development by consultants, PD, books, selected RHS staff, and additional programs/resources will be provided. The goal of this professional development will be to focus on school-wide literacy strategies that address access to ability-level books, small group/1-on-1 instruction, and the building academic vocabulary. | Professional Learning, Curriculum Development, Teacher Collaboration, Supplemental Materials | Tier 1 | Implement | 07/01/2020 | 07/01/2022 | \$5000 | Title II Part A | All Teachers and administrators. |
| Activity - Facilitating/Implementing Writing Strategies | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |

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|---|------------------------|--------|---------------|------------|------------|--------|-----------------|---------------------------------|
| Using consultants, conferences, books, selected staff, and additional programs/resources will be used to facilitate implementation and monitoring effective reading strategies that address students access to ability level books, small group/1-on-1 instruction, and building academic vocabulary. | Curriculum Development | Tier 1 | Getting Ready | 07/01/2020 | 07/01/2022 | \$6000 | Title II Part A | All teacher and administration. |
|---|------------------------|--------|---------------|------------|------------|--------|-----------------|---------------------------------|

Strategy 2:

Student Writing Data - Universal screening data of writing skills of all students will be collected. Next, it will be analyzed by a collaborative group. Finally, a team will put the data in a usable format for teachers to use across curriculum and provide targeted instruction/interventions to meet the needs of students. This is an ongoing cycle that is frequently reviewed.

Category: English/Language Arts

Research Cited: Murphy and Murphy (2018) Thinking Reading: What every secondary teacher needs to know about reading.

DeFour, R., DeFour, R., Eakers, R., Many, T. & Mattos, M. (2016). PLC at Work: A Handbook for professional learning communities at work.

Buffin, A., Mattos, M. & Malone, J. (2017). Taking Action: A hand books for RTI at work.

Gregory, G, Kaufeldt, M & Mattos, M. (2016). Best Practices at Tier 1: Daily differentiation for effective instruction.

Ivey, G & Fisher, D. (2006) Creating Literacy-Rich Schools for Adolescents.

Tier: Tier 1

| Activity - Universal Screening | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------------------------|--------|-----------|------------|------------|-------------------|-------------------|--|
| Assessment will be created, organized, and administered to determine all students' current reading skills and areas of deficiency. Assessments include STAR 360 (or other standardized assessment), local school created assessments, and state assessments. | Academic Support Program, Evaluation | Tier 1 | Implement | 07/01/2020 | 07/01/2022 | \$15000 | Section 31a | School administration, counseling, data coach and RTI staff. |

| Activity - Writing Data Analysis | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--|--------|---------------|------------|------------|-------------------|-------------------|-------------------|
| Staff will look at students' data to determine areas of deficiency, and strength based on Star 360 (or other standardized assessment), local school assessments and state assessments. This data will be used to provided targeted instruction, support, and interventions. | Academic Support Program, Curriculum Development | Tier 1 | Getting Ready | 07/01/2020 | 07/01/2022 | \$3000 | Section 31a | All staff. |

| Activity - Portfolio of Student Writing Proficiency | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
|---|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|

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| Data Coach will produce data in a usable form to teachers to be used to provide support to students based on their reading and writing skills. | Academic Support Program, Curriculum Development | Tier 1 | Getting Ready | 07/01/2020 | 07/01/2022 | \$53000 | Section 31a | Data Coach |
|--|--|--------|---------------|------------|------------|---------|-------------|------------|

Strategy 3:

Extended Support for Below Grade Level Writers - Students significantly below grade level in the area of writing have been identified through universal screening and/or special education testing data to be placed in our English Enrichment Classes. Students are placed in this Tier 3 English Enrichment class in addition to their regular English class. The class is designed to fill student writing skill gaps. Strategies implemented in the class are based in the areas of comprehension, fluency, vocabulary and text accuracy. Small group instruction is tailored to meet the deficit areas of individual students. These classes are taught with a general education teacher and special education teacher/paraprofessional.

Category: English/Language Arts

Research Cited: Murphy and Murphy (2018) Thinking Reading: What every secondary teacher needs to know about reading.

DeFour, R., DeFour, R., Eakers, R., Many, T. & Mattos, M. (2016). PLC at Work: A Handbook for professional learning communities at work.

Buffin, A., Mattos, M. & Malone, J. (2017). Taking Action: A hand books for RTI at work.

Gregory, G, Kaufeldt, M & Mattos, M. (2016). Best Practices at Tier 1: Daily differentiation for effective instruction.

Ivey, G & Fisher, D. (2006) Creating Literacy-Rich Schools for Adolescents.

Tier: Tier 3

| Activity - English Enrichment Programs Training | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--|--------|-----------|------------|------------|-------------------|-------------------|----------------------|
| Training by consultants, PD, conferences, and books will be provided to staff teaching these classes. | Academic Support Program, Curriculum Development | Tier 3 | Implement | 07/01/2020 | 07/01/2022 | \$6000 | Title II Part A | Enrichment Teachers. |

| Activity - English Enrichment Programs/strategies | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--|--------|-------|------------|------------|-------------------|-------------------|---|
| Material, additional staff, and online programs will be provided to these classrooms and teachers. The interventions will focus on strategies to increase students' comprehension, accuracy, fluency, and vocabulary of text to improve student literacy skills. Staff will work collaboratively to create this program and determine strategies that will be most effective. | Academic Support Program, Direct Instruction, Curriculum Development | Tier 3 | | 07/01/2020 | 07/01/2022 | \$8000 | Section 31a | Enrichment Teachers and administration. |

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| Activity - Identifying Students in Need of Intervention | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------------------------|--------|-------|------------|------------|-------------------|-------------------|---|
| Student Intervention Team in collaboration with counselors, special education teachers, classroom teachers, and data coach will identify students that need a reading/writing intervention class based universal screening. This will include students in special education that need interventions in writing. | Academic Support Program, Evaluation | Tier 3 | | 07/01/2020 | 07/01/2022 | \$3000 | Section 31a | Enrichment teachers, special education teachers, general education teachers, counselors and administration. |

Goal 4: Roseville High School will improve climate and culture by implementing Multi-Tiered Systems of Supports.

Measurable Objective 1:

collaborate to implement a systematic approach to meet the academic, and social/emotional/behavior needs of students for college, career and life after high school by 07/01/2022 as measured by attendance rates, discipline rates, and college and career readiness benchmarks on state assessments.

Strategy 1:

College and Career Readiness - Students will engage in activities that give access and experience with the standardized testing, rigors curriculum, and in high demand career paths.

Category: School Culture

Research Cited: <http://research.collegeboard.org/publications/benefits-early-engagement-college-preparation-process-implications-practitioners>

Tier: Tier 1

| Activity - State/Standardized Testing | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|--------|-----------|------------|------------|-------------------|---------------------------|----------------------------------|
| A team will work collaboratively to prepare and implement all building-wide standardized testing (State and Local) activities and materials. The team will dispense data and information to teachers based on the results of these tests. Student may receive subsidized payments for taking assessments that are not directly paid for by the state. | Monitor, Materials, Other, Evaluation, Supplemental Materials | Tier 1 | Implement | 07/01/2020 | 07/01/2022 | \$13000 | General Fund, Section 31a | Administration and testing team. |

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| Activity - Advanced Placement Courses | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|---|--------|-----------|------------|------------|-------------------|-------------------|-----------------------------|
| Selected teachers will be trained to teach the AP courses. Support including PD, training, and other materials will be purchased to support these courses. | Academic Support Program, Materials, Professional Learning, Teacher Collaboration | Tier 1 | Implement | 07/01/2020 | 08/01/2022 | \$6000 | Section 31a | AP Teachers and principals. |

| Activity - Project Lead the Way | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|--------|---------------|------------|------------|-------------------|-------------------|------------------------------------|
| Teacher(s) will receive training to run the program/courses. Annual fees and material costs will be paid to maintain these courses. Materials, staff, and technology will be paid for to create new courses. Mechatronics is the new program to PLTW for the 2020-21 School year. | Academic Support Program, Professional Learning, Curriculum Development | Tier 1 | Getting Ready | 07/01/2020 | 07/01/2022 | \$10000 | General Fund | Selected Staff and Administration. |

Strategy 2:

Social, Emotional, and Behavioral Supports (MTSS) - Social, emotional and behavioral supports will be put into place to help students. These supports are designed to give students the skills necessary to thrive in school and in the real world. Restorative, SAS, Transition Coach, Positive You, and Link Crew Program will provide the support students need at the high school to be successful.

Category: School Culture

Research Cited: <http://epaa.asu.edu/ojs/article/viewFile/719/845>

DeFour, R., DeFour, R., Eakers, R., Many, T. & Mattos, M. (2016). PLC at Work: A Handbook for professional learning communities at work.

Buffin, A., Mattos, M. & Malone, J. (2017). Taking Action: A hand books for RTI at work

Link Crew- <https://www.boomerangproject.com/link/success>

Tier: Tier 2

| Activity - Link Crew Activities | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---------------------------------|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
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|---|--|--------|-----------|------------|------------|--------|--------------|---|
| Link Crew is a mentorship program that provides incoming freshmen with a connection to upperclassmen that is sustained throughout the year through multiple activities, events, and peer to peer "check ins." Activities will take place throughout the year to help freshmen become acclimated to RHS. Staff members will attend initial and/or follow up training for the Link Crew program. Materials and supplies will be purchased for Link Crew Events. | Academic Support Program, Behavioral Support Program | Tier 1 | Implement | 07/01/2020 | 07/01/2022 | \$8000 | General Fund | Link Crew Teacher Leaders, Principals, and Counselors . |
|---|--|--------|-----------|------------|------------|--------|--------------|---|

| Activity - Restorative Program and Practices | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--|--------|-----------|------------|------------|-------------------|-------------------|---|
| Resources and staff needed to meet the social/emotional/behavior needs will be provided. Three Restorative staff will be used to address attendance, classroom misbehavior, and conflict between peers and/or staff. School staff will need restorative training from our certified staff and consultants. Current and new facilitators will receive professional development to lead the program in the building. | Parent Involvement, Behavioral Support Program | Tier 2 | Implement | 07/01/2020 | 07/01/2022 | \$150000 | Section 31a | Administration, Counseling, Teachers, Restorative Staff |

| Activity - Social/Emotional/Behavior Universal Screening and Intake | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--|--------|---------|------------|------------|-------------------|-------------------|--|
| A process will be put in place to identify students in crisis and allocate supports needed. The intake of student in crisis rests with the Guidance Team. | Parent Involvement, Behavioral Support Program, Evaluation | Tier 2 | Monitor | 07/01/2020 | 07/01/2021 | \$1500 | Section 31a | Administration, counselors, data coach, guidance team and restorative staff. |

| Activity - Student Assistant Specialist | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--|--------|---------------|------------|------------|-------------------|-------------------|------------------------------|
| Student Assistant Specialist (SAS) will establish relationships with students in crisis. Day to day incidents of crisis, stress, anxiety, and abuse will be handled by the SAS. | Parent Involvement, Behavioral Support Program, Evaluation, Community Engagement | Tier 2 | Getting Ready | 07/01/2020 | 07/01/2021 | \$50000 | Section 31a | Student Assistant Specialist |

| Activity - Transition Coach | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
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| Students in need of out-patient therapy will be served by a Transition Coach (TC) who is a licensed therapist. Case load of 40-50 students will see the TC on a scheduled basis weekly. | Parent Involvement, Behavioral Support Program | Tier 3 | Implement | 07/01/2020 | 07/01/2022 | \$0 | No Funding Required | Transition Coaches |
| Activity - Positive You | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Students identified with behavioral, social, or emotional deficits will work with Positive You to build upon these skills. Training, PD, and materials by Positive You will be provided to RHS staff and students. Additionally, Positive You will work with students on a regular basis. | Behavioral Support Program, Community Engagement | Tier 2 | Implement | 07/01/2020 | 07/01/2022 | \$21000 | Title II Part A, Section 31a | Administration and Guidance Team |

Strategy 3:

Academic Supports (MTSS) - A systematic process is put into place to make sure all students receive Tier 1 core instruction, targeted students receive Tier 2 interventions and students missing large academic gaps receive Tier 3 remediation. Tiers 1 and 2 are supported by the Student Learning Team (SLT) to provide additional support to teachers and students in the classroom. Built into the weekly schedules is Tier 2 intervention opportunities for all student and additional support for all students as identified through academic data. All 3 tiers will use engagement strategies that are varied to meet the many unique learners at RHS. Universal screening will be used to support all teachers at Tier 1. Finally, the intervention team will provide support for the most at risk students and determine if Tier 3 classes are needed.

Category: Learning Support Systems

Research Cited: <https://miblsi.org/miblsi-model/multi-tier-system-of-supports-mtss>

DeFour, R., DeFour, R., Eakers, R., Many, T. & Mattos, M. (2016). PLC at Work: A Handbook for professional learning communities at work.

Buffin, A., Mattos, M. & Malone, J. (2017). Taking Action: A hand books for RTI at work.

Gregory, G, Kaufeldt, M & Mattos, M. (2016). Best Practices at Tier 1: Daily differentiation for effective instruction.

Tier: Tier 2

| | | | | | | | | |
|---|----------------------|-------------|--------------|-------------------|-----------------|--------------------------|--------------------------|--------------------------|
| Activity - RTI/MTSS implementation | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|----------------------|-------------|--------------|-------------------|-----------------|--------------------------|--------------------------|--------------------------|

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|--|--------------------------|--------|-----------|------------|------------|--------|-----------------|--|
| RTI/MTSS is a systemic approach to meeting students' academic needs. Tier 1 instruction and Tier 2 interventions are both teacher responsibilities. Tier 3 remediation entails students attending certain classes or groups to address gaps in academic knowledge and skills. The Student Learning Team (SLT) is tasked with monitoring, supporting teachers, and helping implement the process throughout the building. The SLT is a team comprised of general and special education teachers who have who time during the day to implement the RTI process. PD, materials, and staff training will be purchased for the RTI process. A group of staff members will attend an RTI at Work conference and other related PD yearly. | Academic Support Program | Tier 2 | Implement | 07/01/2020 | 07/01/2021 | \$8000 | Title II Part A | Student Learning Team and administration |
|--|--------------------------|--------|-----------|------------|------------|--------|-----------------|--|

| Activity - FLEX Program-Additional Academic Time and Support | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------------|--------|---------------|------------|------------|-------------------|------------------------------|-------------------|
| PD will be given to staff for the implementation of FLEX by selected staff, coaches, and consultants. FlexiSCHED will be purchased for the online management of the program. FLEX is a dedicated 35 minutes two times per week for students receive interventions and support in enrolled courses. Leadership will continue to refine the process by attending PD, conferences, and visiting other schools that implement the FLEX process. Administration will monitor the progress of the program in the school and provide feedback to teachers. | Academic Support Program | Tier 1 | Getting Ready | 07/01/2020 | 07/01/2022 | \$5000 | Title II Part A, Section 31a | All staff members |

| Activity - Academic Universal Screening and Bridge System | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--|--------|-------|------------|------------|-------------------|-------------------|--|
| All Students at RHS will undergo universal screening for academic skills using standardized testing, state testing, and local assessments. This information will be distributed to all RHS staff. As new students enroll at RHS, a team will engage them in our new student Bridge system. The purpose will be to gather baseline data/information on all students, communicate that information to key members of the faculty, and provide support as needed for the student. Staff will assess, collect data and distribute academic information. | Academic Support Program, Parent Involvement, Evaluation | Tier 1 | | 07/01/2020 | 07/01/2022 | \$3000 | Section 31a | All school staff, data coach, counselors and administration. |

| Activity - Technology Access | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------------------------|--------|---------------|------------|------------|-------------------|-------------------|-------------------|
| Students will have access to technology to support their learning through our online learning management system in all classes. Students and staff will have training to use this technology. Additionally, staff will have training to use technology to increase student engagement. | Academic Support Program, Technology | Tier 1 | Getting Ready | 07/01/2020 | 07/01/2022 | \$6000 | Other | All Staff |

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| Activity - Student Engagement Strategies | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--|--------|-----------|------------|------------|-------------------|-------------------|-------------------|
| Learning targets, guided practice, peer to peer, formative assessments, chunking, and closure will be common strategies used in classrooms to engage students. Staff will receive training from administration, other teacher leaders, and outside consultants about implementing these strategies. These strategies will be monitored by administration. | Academic Support Program, Direct Instruction, Curriculum Development | Tier 1 | Implement | 07/01/2020 | 07/01/2022 | \$4500 | Title II Part A | All Staff. |

Strategy 4:

Professional Learning Communities - PLCs is an ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students. PLC is not a meeting, program or time of day, but a process and culture of how we do business. Collaborative teams include Guiding Coalition, Intervention Team, Department Leaders, Course Level Teams, Guidance Team, and Student Learning Team work together to support this ongoing process. These teams focus on creating a collaborative culture, are result oriented and focused on learning. Additionally, teams answer Four Critical Questions during collaboration: What do we want students to know and able to do, how will we know if they have learned it, what do we do if they have not learned it, and what do we do if they have learned it?

Category: Learning Support Systems

Research Cited: DeFour, R., DeFour, R., Eakers, R., Many, T. & Mattos, M. (2016). PLC at Work: A Handbook for professional learning communities at work.

Buffin, A., Mattos, M. & Malone, J. (2017). Taking Action: A hand books for RTI at work.

Gregory, G, Kaufeldt, M & Mattos, M. (2016). Best Practices at Tier 1: Daily differentiation for effective instruction.

Tier: Tier 1

| Activity - Intervention Team | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--|------|-----------|------------|------------|-------------------|-------------------|---------------------------|
| A team will look at strategies implemented at Tier 1 and 2 for struggling students. As a result of this data additional strategies will be recommended and administered, and Tier 3 intensive interventions may be suggested. This team will receive PD, training, and other resources to maintain this program. | Academic Support Program, Behavioral Support Program | | Implement | 07/01/2020 | 07/01/2022 | \$3000 | Section 31a | Intervention Team Members |

| Activity - Student Learning Team | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--|--------|---------|------------|------------|-------------------|-------------------|---|
| This group of special education teacher, general education teachers, and paraprofessionals will be providing support to teachers and students for Tier 1 instruction and additional interventions at Tier 2. RTI training/PD to include online, conferences, and books/materials, will be provided to the team. Staff will be allocated to run this process. | Academic Support Program, Behavioral Support Program | Tier 1 | Monitor | 07/01/2020 | 07/01/2022 | \$250000 | Section 31a | Student Learning Team and Administration. |

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| Activity - Global PD | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--|--------|-----------|------------|------------|-------------------|-------------------------------|---------------------------------------|
| Online learning will be provided to leadership teams, administration and other teacher groups to provide continued PD. | Academic Support Program, Behavioral Support Program | Tier 1 | Implement | 07/01/2020 | 07/01/2022 | \$6000 | Title II Part A | All staff members |
| Activity - Guiding Coalition | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| This Leadership Team guides the work of the building. Staff in this group will receive PD, training and materials to support their leadership role in the school. | Academic Support Program, Behavioral Support Program | Tier 1 | Implement | 07/01/2020 | 07/01/2022 | \$8000 | Title II Part A, Section 31a | Guiding Coalition and Administration. |
| Activity - Department Leaders/Course Level Teams | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| These teams work collaboratively to create/modify curriculum and assess students learning. Training, PD, and materials will be provided to accomplish its goal. Additionally, coverage for meetings will be provided to allow for them to meet during the school day. | Academic Support Program, Behavioral Support Program | Tier 1 | Implement | 07/01/2020 | 07/01/2022 | \$6000 | Title II Part A, General Fund | Selected staff and Administration. |
| Activity - Teacher Development | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| New teachers and current staff will receive training from other RHS staff, Global PD, Solution Tree PD (online and at conference), and PLC consultant to become effective educators in RHS's Professional Learning Communities culture. New teachers and current staff will receive books and/or other materials to support their RTI/MTSS and PLC implementation. A program will be put into place for new teachers to the building to provide the support and PD needed to be part of RHS's Professional Learning Community. | Academic Support Program, Behavioral Support Program, Curriculum Development | Tier 1 | | 07/01/2020 | 07/01/2022 | \$8000 | Section 31a, Title II Part A | All Staff |

Strategy 5:

English Language Learners - Student that have English as a second language will receive support throughout the school day to give them access to curriculum.

Category: Learning Support Systems

Tier: Tier 3

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| Activity - Student Support | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|--------|-----------|------------|------------|-------------------|---------------------|---------------------------|
| Support will be provided to ELL students in their classes. This support will give them access to the curriculum through materials, text, and audio programs. | Academic Support Program, Communication | Tier 2 | | 07/01/2020 | 07/01/2022 | \$8000 | Section 31a | All Staff and MISD tutors |
| Activity - MISD Tutors | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| MISD tutors will work with ELL students to support them in the classroom and give them access to the curriculum. This support will be provided through a push-in model. | Academic Support Program, Communication | Tier 2 | Implement | 07/01/2020 | 07/01/2022 | \$0 | No Funding Required | MISD Tutors |

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 |
|---|--|--|--------|---------------|------------|------------|-------------------|------------------------------------|
| Facilitating/Implementing Reading Strategies | Using consultants, conferences, books, selected staff, and additional programs/resources will be used to facilitate implementation and monitoring effective reading strategies that address students access to ability level books, small group/1-on-1 instruction, and building academic vocabulary. | Academic Support Program, Direct Instruction, Curriculum Development | Tier 1 | Getting Ready | 07/01/2020 | 07/01/2022 | \$6000 | Administration and all staff. |
| PD about Writing Strategies Across the Curriculum | Professional development by consultants, PD, books, selected RHS staff, and additional programs/resources will be provided. The goal of this professional development will be to focus on school-wide literacy strategies that address access to ability-level books, small group/1-on-1 instruction, and the building academic vocabulary. | Professional Learning, Curriculum Development, Teacher Collaboration, Supplemental Materials | Tier 1 | Implement | 07/01/2020 | 07/01/2022 | \$5000 | All Teachers and administrators. |
| Department Leaders/Course Level Teams | These teams work collaboratively to create/modify curriculum and assess students learning. Training, PD, and materials will be provided to accomplish its goal. Additionally, coverage for meetings will be provided to allow for them to meet during the school day. | Academic Support Program, Behavioral Support Program | Tier 1 | Implement | 07/01/2020 | 07/01/2022 | \$1000 | Selected staff and Administration. |
| Teacher Development | New teachers and current staff will receive training from other RHS staff, Global PD, Solution Tree PD (online and at conference), and PLC consultant to become effective educators in RHS's Professional Learning Communities culture. New teachers and current staff will receive books and/or other materials to support their RTI/MTSS and PLC implementation. A program will be put into place for new teachers to the building to provide the support and PD needed to be part of RHS's Professional Learning Community. | Academic Support Program, Behavioral Support Program, Curriculum Development | Tier 1 | | 07/01/2020 | 07/01/2022 | \$6000 | All Staff |

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|---|---|--|--------|---------------|------------|------------|--------|--|
| Guiding Coalition | This Leadership Team guides the work of the building. Staff in this group will receive PD, training and materials to support their leadership role in the school. | Academic Support Program, Behavioral Support Program | Tier 1 | Implement | 07/01/2020 | 07/01/2022 | \$6000 | Guiding Coalition and Administration. |
| Identify School-wide Reading Strategies | A collaborative team has and will continue to research effective secondary reading strategies that can be used across the curriculum. School administration, consultants, PD, book studies, and additional programs/resources will be used to research effective secondary reading strategies. | Academic Support Program, Direct Instruction, Curriculum Development | Tier 1 | Implement | 07/01/2020 | 07/01/2022 | \$2000 | Administration, English Department and RTI staff. |
| Reading Strategies Professional Development | Professional development by consultants, PD, books, selected RHS staff, and additional programs/resources will be provided. The goal of this professional development will be to focus on school-wide literacy strategies that address access to ability-level books, small group/1-on-1 instruction, and building academic vocabulary. | Academic Support Program, Direct Instruction, Curriculum Development | Tier 1 | Getting Ready | 07/01/2020 | 07/01/2022 | \$5000 | Administration, |
| Identify Math Strategies | A collaborative team will research effective secondary math strategies that can be used across the math curriculum. School administration, consultants, PD, book studies, and additional programs/resources will be used to research effective secondary math strategies. | Academic Support Program, Curriculum Development | Tier 1 | Getting Ready | 07/01/2020 | 07/01/2022 | \$5000 | Math Department and Administration. |
| English Enrichment Programs Training | Training by consultants, PD, conferences, and books will be provided to staff teaching these classes. | Academic Support Program | Tier 3 | Implement | 07/01/2020 | 07/01/2022 | \$6000 | Enrichment English teachers, special education staff and administration. |
| FLEX Program-Additional Academic Time and Support | PD will be given to staff for the implementation of FLEX by selected staff, coaches, and consultants. FlexiSCHED will be purchased for the online management of the program. FLEX is a dedicated 35 minutes two times per week for students receive interventions and support in enrolled courses. Leadership will continue to refine the process by attending PD, conferences, and visiting other schools that implement the FLEX process. Administration will monitor the progress of the program in the school and provide feedback to teachers. | Academic Support Program | Tier 1 | Getting Ready | 07/01/2020 | 07/01/2022 | \$2000 | All staff members |

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|--|--|--|--------|---------------|------------|------------|--------|--|
| RTI/MTSS implementation | RTI/MTSS is a systemic approach to meeting students' academic needs. Tier 1 instruction and Tier 2 interventions are both teacher responsibilities. Tier 3 remediation entails students attending certain classes or groups to address gaps in academic knowledge and skills. The Student Learning Team (SLT) is tasked with monitoring, supporting teachers, and helping implement the process throughout the building. The SLT is a team comprised of general and special education teachers who have who time during the day to implement the RTI process. PD, materials, and staff training will be purchased for the RTI process. A group of staff members will attend an RTI at Work conference and other related PD yearly. | Academic Support Program | Tier 2 | Implement | 07/01/2020 | 07/01/2021 | \$8000 | Student Learning Team and administration |
| Facilitating/Implementing Writing Strategies | Using consultants, conferences, books, selected staff, and additional programs/resources will be used to facilitate implementation and monitoring effective reading strategies that address students access to ability level books, small group/1-on-1 instruction, and building academic vocabulary. | Curriculum Development | Tier 1 | Getting Ready | 07/01/2020 | 07/01/2022 | \$6000 | All teacher and administration. |
| Student Engagement Strategies | Learning targets, guided practice, peer to peer, formative assessments, chunking, and closure will be common strategies used in classrooms to engage students. Staff will receive training from administration, other teacher leaders, and outside consultants about implementing these strategies. These strategies will be monitored by administration. | Academic Support Program, Direct Instruction, Curriculum Development | Tier 1 | Implement | 07/01/2020 | 07/01/2022 | \$4500 | All Staff. |
| Facilitating/Implementing Math Strategies | Using consultants, conferences, books, selected staff, and additional programs/resources will be used to facilitate implementation and monitoring effective math strategies that address students Heart of Algebra skills. | Monitor, Academic Support Program, Curriculum Development | Tier 1 | Getting Ready | 07/01/2020 | 07/01/2022 | \$6000 | Math Department and administration. |
| PD About Math Strategies Across the Department | Professional development by consultants, PD, books, selected RHS staff, and additional programs/resources will be provided. The goal of this professional development will be to focus on school-wide math strategies that address students Heart of Algebra skills. | Academic Support Program, Curriculum Development | Tier 1 | Getting Ready | 07/01/2020 | 07/01/2022 | \$5000 | Math Department |
| Global PD | Online learning will be provided to leadership teams, administration and other teacher groups to provide continued PD. | Academic Support Program, Behavioral Support Program | Tier 1 | Implement | 07/01/2020 | 07/01/2022 | \$6000 | All staff members |

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| Identify Writing Strategies | A collaborative team has and will continue to research effective secondary writing strategies that can be used across the curriculum. School administration, consultants, PD, book studies, and additional programs/resources will be used to research effective secondary reading strategies. | Academic Support Program, Professional Learning, Curriculum Development | Tier 1 | Implement | 07/01/2020 | 07/01/2022 | \$2000 | English Department, RTI staff and Administrators. |
| Positive You | Students identified with behavioral, social, or emotional deficits will work with Positive You to build upon these skills. Training, PD, and materials by Positive You will be provided to RHS staff and students. Additionally, Positive You will work with students on a regular basis. | Behavioral Support Program, Community Engagement | Tier 2 | Implement | 07/01/2020 | 07/01/2022 | \$1000 | Administration and Guidance Team |
| English Enrichment Programs Training | Training by consultants, PD, conferences, and books will be provided to staff teaching these classes. | Academic Support Program, Curriculum Development | Tier 3 | Implement | 07/01/2020 | 07/01/2022 | \$6000 | Enrichment Teachers. |

No Funding Required

| Activity Name | Activity Description | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Staff Responsible |
|------------------|---|--|--------|-----------|------------|------------|-------------------|--------------------|
| MISD Tutors | MISD tutors will work with ELL students to support them in the classroom and give them access to the curriculum. This support will be provided through a push-in model. | Academic Support Program, Communication | Tier 2 | Implement | 07/01/2020 | 07/01/2022 | \$0 | MISD Tutors |
| Transition Coach | Students in need of out-patient therapy will be served by a Transition Coach (TC) who is a licensed therapist. Case load of 40-50 students will see the TC on a scheduled basis weekly. | Parent Involvement, Behavioral Support Program | Tier 3 | Implement | 07/01/2020 | 07/01/2022 | \$0 | Transition Coaches |

Section 31a

| Activity Name | Activity Description | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Staff Responsible |
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| FLEX Program-Additional Academic Time and Support | PD will be given to staff for the implementation of FLEX by selected staff, coaches, and consultants. FlexiSCHED will be purchased for the online management of the program. FLEX is a dedicated 35 minutes two times per week for students receive interventions and support in enrolled courses. Leadership will continue to refine the process by attending PD, conferences, and visiting other schools that implement the FLEX process. Administration will monitor the progress of the program in the school and provide feedback to teachers. | Academic Support Program | Tier 1 | Getting Ready | 07/01/2020 | 07/01/2022 | \$3000 | All staff members |
| Identify Writing Strategies | A collaborative team has and will continue to research effective secondary writing strategies that can be used across the curriculum. School administration, consultants, PD, book studies, and additional programs/resources will be used to research effective secondary reading strategies. | Academic Support Program, Professional Learning, Curriculum Development | Tier 1 | Implement | 07/01/2020 | 07/01/2022 | \$3000 | English Department, RTI staff and Administrators. |
| Guiding Coalition | This Leadership Team guides the work of the building. Staff in this group will receive PD, training and materials to support their leadership role in the school. | Academic Support Program, Behavioral Support Program | Tier 1 | Implement | 07/01/2020 | 07/01/2022 | \$2000 | Guiding Coalition and Administration. |
| Universal Screening | Assessment will be created, organized, and administered to determine all students' current reading skills, and areas of deficiency. Assessments include STAR 360 (or other standardized assessment), local school created assessments, and state assessments. | Academic Support Program | Tier 1 | Implement | 07/01/2020 | 07/01/2022 | \$15000 | School administration, counseling, data coach, and RTI staff |
| Portfolio of Student Math Proficiency | Data Coach will produce data in a usable form to teachers to be used to provide support to students based on their math skills. | Academic Support Program, Evaluation | Tier 1 | Implement | 07/01/2020 | 08/01/2022 | \$53000 | Data Coach |
| Universal Screening | Assessment will be created, organized, and administered to determine all students' current reading skills and areas of deficiency. Assessments include STAR 360 (or other standardized assessment), local school created assessments, and state assessments. | Academic Support Program, Evaluation | Tier 1 | Implement | 07/01/2020 | 07/01/2022 | \$15000 | School administration, counseling, data coach and RTI staff. |

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| Math Student Data Analyzes | Staff will look at students' data to determine areas of deficiency, and strength based on Star 360 (or other standardized assessment), local school assessments, and state assessments. This data will be used to provide targeted instruction, support, and interventions. | Academic Support Program, Technology, Direct Instruction, Curriculum Development | Tier 1 | Monitor | 07/01/2020 | 07/01/2022 | \$3000 | Data Coach and Administration. |
| English Enrichment Programs/strategies | Material, additional staff, and online programs will be provided to these classrooms and teachers. The interventions will focus on strategies to increase students' comprehension, accuracy, fluency, and vocabulary of text to improve student literacy skills. Staff will work collaboratively to create this program and determine strategies that will be most effective. | Academic Support Program | Tier 3 | Implement | 07/01/2020 | 07/01/2022 | \$8000 | English enrichment teachers, administration, special education teachers and paraprofessionals. |
| Math Enrichment Programs Training | Training through outside consultants, PD, conferences, current RHS staff, and books will be provided to staff teaching these classes. | Academic Support Program, Professional Learning, Direct Instruction, Curriculum Development | Tier 3 | Getting Ready | 07/01/2020 | 07/01/2022 | \$25000 | Math Department and administration. |
| Student Support | Support will be provided to ELL students in their classes. This support will give them access to the curriculum through materials, text, and audio programs. | Academic Support Program, Communication | Tier 2 | | 07/01/2020 | 07/01/2022 | \$8000 | All Staff and MISD tutors |
| Identifying Students in Need of Intervention | Student Intervention Team in collaboration with counselors, special education teachers, classroom teachers, and data coach will identify students that need a math intervention class based on universal screening. This will include students in special education that need interventions in math. | Academic Support Program, Teacher Collaboration | Tier 3 | Getting Ready | 07/01/2020 | 07/01/2022 | \$3000 | Math Enrichment teachers, administration and Data Coach. |
| Universal Screening | Assessment will be created, organized, and administered to determine all students to determine current math skills and areas of deficiency. Assessments include STAR 360 (or other standardized assessment), local school created assessments, and state assessments. | Academic Support Program, Direct Instruction, Curriculum Development | Tier 1 | Implement | 07/01/2020 | 07/01/2022 | \$15000 | Data Coach, RTI staff, Counselors and administration. |

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| Intervention Team | A team will look at strategies implemented at Tier 1 and 2 for struggling students. As a result of this data additional strategies will be recommended and administered, and Tier 3 intensive interventions may be suggested. This team will receive PD, training, and other resources to maintain this program. | Academic Support Program, Behavioral Support Program | | Implement | 07/01/2020 | 07/01/2022 | \$3000 | Intervention Team Members |
| Social/Emotional/Behavior or Universal Screening and Intake | A process will be put in place to identify students in crisis and allocate supports needed. The intake of student in crisis rests with the Guidance Team. | Parent Involvement, Behavioral Support Program, Evaluation | Tier 2 | Monitor | 07/01/2020 | 07/01/2021 | \$1500 | Administration, counselors, data coach, guidance team and restorative staff. |
| Academic Universal Screening and Bridge System | All Students at RHS will undergo universal screening for academic skills using standardized testing, state testing, and local assessments. This information will be distributed to all RHS staff. As new students enroll at RHS, a team will engage them in our new student Bridge system. The purpose will be to gather baseline data/information on all students, communicate that information to key members of the faculty, and provide support as needed for the student. Staff will assess, collect data and distribute academic information. | Academic Support Program, Parent Involvement, Evaluation | Tier 1 | | 07/01/2020 | 07/01/2022 | \$3000 | All school staff, data coach, counselors and administration. |
| Advanced Placement Courses | Selected teachers will be trained to teach the AP courses. Support including PD, training, and other materials will be purchased to support these courses. | Academic Support Program, Materials, Professional Learning, Teacher Collaboration | Tier 1 | Implement | 07/01/2020 | 08/01/2022 | \$6000 | AP Teachers and principals. |
| Math Enrichment Programs/Strategies | Material, additional staff, and online programs (ASCEND) will be provided to these classrooms and teachers. The interventions will focus on strategies to increase students' Heat of Algebra skills. Staff will work collaboratively to create this program and determine strategies that will be most effective. | Academic Support Program, Direct Instruction | Tier 3 | Getting Ready | 07/01/2020 | 07/01/2022 | \$8000 | Math Enrichment Teachers |
| Reading Data Analysis | Staff will look at students' data to determine areas of deficiency, and strength based on Star 360 (or other standardized assessment), local school assessments, state assessments. This data will be used to provide targeted instruction, support, and interventions. | Academic Support Program, Curriculum Development, Evaluation | | Implement | 07/01/2020 | 07/01/2022 | \$3000 | All Staff. |

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| Portfolio of Student Reading Proficiency | Data Coach will produce data in a usable form to teachers to be used to provide support to students based on their reading skills. | Academic Support Program, Curriculum Development, Evaluation | Tier 1 | Implement | 07/01/2020 | 07/01/2022 | \$53000 | Data Coach |
| Writing Data Analysis | Staff will look at students' data to determine areas of deficiency, and strength based on Star 360 (or other standardized assessment), local school assessments and state assessments. This data will be used to provide targeted instruction, support, and interventions. | Academic Support Program, Curriculum Development | Tier 1 | Getting Ready | 07/01/2020 | 07/01/2022 | \$3000 | All staff. |
| Portfolio of Student Writing Proficiency | Data Coach will produce data in a usable form to teachers to be used to provide support to students based on their reading and writing skills. | Academic Support Program, Curriculum Development | Tier 1 | Getting Ready | 07/01/2020 | 07/01/2022 | \$53000 | Data Coach |
| Positive You | Students identified with behavioral, social, or emotional deficits will work with Positive You to build upon these skills. Training, PD, and materials by Positive You will be provided to RHS staff and students. Additionally, Positive You will work with students on a regular basis. | Behavioral Support Program, Community Engagement | Tier 2 | Implement | 07/01/2020 | 07/01/2022 | \$20000 | Administration and Guidance Team |
| Restorative Program and Practices | Resources and staff needed to meet the social/emotional/behavior needs will be provided. Three Restorative staff will be used to address attendance, classroom misbehavior, and conflict between peers and/or staff. School staff will need restorative training from our certified staff and consultants. Current and new facilitators will receive professional development to lead the program in the building. | Parent Involvement, Behavioral Support Program | Tier 2 | Implement | 07/01/2020 | 07/01/2022 | \$150000 | Administration, Counseling, Teachers, Restorative Staff |
| Student Assistant Specialist | Student Assistant Specialist (SAS) will establish relationships with students in crisis. Day to day incidents of crisis, stress, anxiety, and abuse will be handled by the SAS. | Parent Involvement, Behavioral Support Program, Evaluation, Community Engagement | Tier 2 | Getting Ready | 07/01/2020 | 07/01/2021 | \$50000 | Student Assistant Specialist |

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| Identifying Students in Need of Intervention | Student Intervention Team in collaboration with counselors, special education teachers, classroom teachers, and data coach will identify students that need a reading/writing intervention class based universal screening. This will include students in special education that need interventions in writing. | Academic Support Program, Evaluation | Tier 3 | | 07/01/2020 | 07/01/2022 | \$3000 | Enrichment teachers, special education teachers, general education teachers, counselors and administration. |
| State/Standardized Testing | A team will work collaboratively to prepare and implement all building-wide standardized testing (State and Local) activities and materials. The team will dispense data and information to teachers based on the results of these tests. Student may receive subsidized payments for taking assessments that are not directly paid for by the state. | Monitor, Materials, Other, Evaluation, Supplemental Materials | Tier 1 | Implement | 07/01/2020 | 07/01/2022 | \$3000 | Administration and testing team. |
| Identify School-wide Reading Strategies | A collaborative team has and will continue to research effective secondary reading strategies that can be used across the curriculum. School administration, consultants, PD, book studies, and additional programs/resources will be used to research effective secondary reading strategies. | Academic Support Program, Direct Instruction, Curriculum Development | Tier 1 | Implement | 07/01/2020 | 07/01/2022 | \$3000 | Administration, English Department and RTI staff. |
| Teacher Development | New teachers and current staff will receive training from other RHS staff, Global PD, Solution Tree PD (online and at conference), and PLC consultant to become effective educators in RHS's Professional Learning Communities culture. New teachers and current staff will receive books and/or other materials to support their RTI/MTSS and PLC implementation. A program will be put into place for new teachers to the building to provide the support and PD needed to be part of RHS's Professional Learning Community. | Academic Support Program, Behavioral Support Program, Curriculum Development | Tier 1 | | 07/01/2020 | 07/01/2022 | \$2000 | All Staff |
| Student Learning Team | This group of special education teacher, general education teachers, and paraprofessionals will be providing support to teachers and students for Tier 1 instruction and additional interventions at Tier 2. RTI training/PD to include online, conferences, and books/materials, will be provided to the team. Staff will be allocated to run this process. | Academic Support Program, Behavioral Support Program | Tier 1 | Monitor | 07/01/2020 | 07/01/2022 | \$250000 | Student Learning Team and Administration. |

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| English Enrichment Programs/strategies | Material, additional staff, and online programs will be provided to these classrooms and teachers. The interventions will focus on strategies to increase students' comprehension, accuracy, fluency, and vocabulary of text to improve student literacy skills. Staff will work collaboratively to create this program and determine strategies that will be most effective. | Academic Support Program, Direct Instruction, Curriculum Development | Tier 3 | | 07/01/2020 | 07/01/2022 | \$8000 | Enrichment Teachers and administration. |
| Identifying Students in Need of Intervention | Student Intervention Team in collaboration with counselors, special education teachers, classroom teachers, and data coach will identify students that need a reading intervention class based universal screening. This will include students in special education that need interventions in literacy. | Academic Support Program | Tier 3 | Implement | 07/01/2020 | 07/01/2022 | \$3000 | English enrichment teachers, administration, special education teachers, data coach and school intervention team. |

General Fund

| Activity Name | Activity Description | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Staff Responsible |
|---------------------------------------|---|---|--------|-----------|------------|------------|-------------------|---|
| Link Crew Activities | Link Crew is a mentorship program that provides incoming freshmen with a connection to upperclassmen that is sustained throughout the year through multiple activities, events, and peer to peer "check ins." Activities will take place throughout the year to help freshmen become acclimated to RHS. Staff members will attend initial and/or follow up training for the Link Crew program. Materials and supplies will be purchased for Link Crew Events. | Academic Support Program, Behavioral Support Program | Tier 1 | Implement | 07/01/2020 | 07/01/2022 | \$8000 | Link Crew Teacher Leaders, Principals, and Counselors |
| State/Standardized Testing | A team will work collaboratively to prepare and implement all building-wide standardized testing (State and Local) activities and materials. The team will dispense data and information to teachers based on the results of these tests. Student may receive subsidized payments for taking assessments that are not directly paid for by the state. | Monitor, Materials, Other, Evaluation, Supplemental Materials | Tier 1 | Implement | 07/01/2020 | 07/01/2022 | \$10000 | Administration and testing team. |
| Department Leaders/Course Level Teams | These teams work collaboratively to create/modify curriculum and assess students learning. Training, PD, and materials will be provided to accomplish its goal. Additionally, coverage for meetings will be provided to allow for them to meet during the school day. | Academic Support Program, Behavioral Support Program | Tier 1 | Implement | 07/01/2020 | 07/01/2022 | \$5000 | Selected staff and Administration. |

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| Instruction and practice with Graphing Calculators | Math teachers will use class sets of graphing or scientific calculators to train students. All students will have access to this technology. | Academic Support Program, Direct Instruction, Curriculum Development | Tier 1 | | 07/01/2020 | 07/01/2022 | \$10000 | Administration and Math Department |
| Project Lead the Way | Teacher(s) will receive training to run the program/courses. Annual fees and material costs will be paid to maintain these courses. Materials, staff, and technology will be paid for to create new courses. Mechatronics is the new program to PLTW for the 2020-21 School year. | Academic Support Program, Professional Learning, Curriculum Development | Tier 1 | Getting Ready | 07/01/2020 | 07/01/2022 | \$10000 | Selected Staff and Administration. |

Other

| Activity Name | Activity Description | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Staff Responsible |
|-------------------|--|--------------------------------------|--------|---------------|------------|------------|-------------------|-------------------|
| Technology Access | Students will have access to technology to support their learning through our online learning management system in all classes. Students and staff will have training to use this technology. Additionally, staff will have training to use technology to increase student engagement. | Academic Support Program, Technology | Tier 1 | Getting Ready | 07/01/2020 | 07/01/2022 | \$6000 | All Staff |