School Improvement Plan

Roseville High School

Roseville Community Schools

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2016-17 GOALS

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.

Executive Summary

Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

Roseville High School serves 1,517 students in grades 9-12. As a comprehension high school we offer a wide variety of instructional programs to a diverse population of learners. Opportunities are available at all levels from Advanced Placement to Cognitively Impaired.

The building has 74 highly qualified teachers. The staffing for our school has been consistent over the past five years with minimal turnover.

Roseville High School's student body is 59% White, 34% African American, 2% Hispanic, 1% American Indian, and 3% are two or more races. The mixture has been consistent over recent years. Our student body is generally respectful of diversity and conflict between racial and ethnic groups is seldom an issue.

60% of our students are eligible for free or reduced lunch and 15.7% of our students have and IEP. We believe that these issues present great challenges for our students. Additionally many our students and their families often live in highly transient circumstances.

The city of Roseville has 47,555 people; however, the Roseville Community School District does offer school of choice enrollment for all Macomb County families. Each year approximately 15% to 20% of our population comes from other communities as Schools of Choice. This, along with a high mobility rate, creates challenges with student engagement. We are constantly re-establishing our sense of community and norms.

The median household income in Roseville is $41,171 and 13% of all Roseville residents hold a college degree. The goal of our parents is for their children to pursue a post secondary experience. However, there is often a disconnect between the desire and the work load. While 60% of our students would be Pell-Grant eligible if they followed through on FAFSA, our recent data suggests that only 30% applied on time.

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

Vision Statement

"A school where all students will achieve their full potential."

(This vision, created by RHS stakeholders in 2009 as we grew to a 9-12 building, is unique to our building.)

The simplicity of our vision makes it applicable to our wide array of student interests and abilities. Parents have remarked that since students can and do quote it to serve their interests it is effective.

Mission

"The mission of Roseville Community Schools and Roseville High School, in a cooperative partnership with the students, the home, and the community, is to develop lifelong learners prepared to meet the challenges of the future."

(This Mission statement is adopted district-wide.)

Program offerings and expectations for students:

Roseville High School provides opportunity and support for all students. The students in our Cognitively Impaired program spend a portion of each day developing workplace skills in our community-based instruction program. These students work at sites such as grocery stores, assisted living centers and restaurants.

Co-op students take work related courses in our CTE program and receive credit for their hours of employment in their fields. Over 55 students are gainfully employed through this program.

Accelerated students enjoy opportunities through Dual Enrollment and Advanced Placement courses. In many cases these students are able to leave high school having earned significant college credits.

Students can pursue the fine arts, computer technologies, and a variety of personal fitness experiences to highlight a few of our elective opportunities.

Every child has the potential for success. Roseville High School recognizes that success may be different for each student. We are committed to helping each student explore options and gain experiences as they grow. Staff, parents and students alike often remark and respond formally on surveys that these experiences are highly valued.

Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

An environment of respect for achievement has been initiated and growth is evident. Student surveys indicate an increased awareness and greater value played on achievement on standardized tests. 2012-2014 saw a trend of increased student achievement as ACT scores climbed over one full point (1.1). 2015 was very difficult for Roseville High School. The change in testing may have been a distraction for all. Our ACT average dropped back to 2013 levels. Our goal is to maintain an upward trend - there have been setbacks, but we are optimistic and focused.

We have not only maintained but increased programs at our school by adding initiatives such as AIM (Academic Intervention and Mentoring). AIM has been developed to provide a supportive environment for students to obtain tutoring as well as utilize resources to complete homework. One of our high need areas was providing students the opportunity to make up missing summative assignments. AIM has assisted in this challenge.

Reading strategies have been leveraged to boost the decoding and comprehension skills of our most needy students. In 2014 a new comprehension program that was more appropriate for our age group was implemented. The results from this program, aimed at our most needy 9th graders, have been encouraging.

The four year graduation rate has increased from 84%, 86%, to 87% over the last three cycles. The five year and six year rates are approximately 90%. The graduation rate for our sub-group of African American students is consistent with all students. In recent years it has actually exceeded all other student groups. Considering the statistics of neighboring districts, we are very proud of this.

Our school strives to achieve a properly aligned curriculum, increase achievement on new state assessments, increase post secondary attendance, and address our achievement gap.

Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

Roseville High School is filled with talented and caring students. However life in our community is not without challenges. Often these challenges impact student achievement. Our professional staff works very hard to help the students see school as a safe place to work toward achievement and success.

Over the past four years, Roseville has implemented "Restorative Practices." This comprehensive plan included extensive staff training. Many of our staff members were trained and certified in "Restorative Practices" and, in turn, provided informal training to the remaining staff members. Our Restorative Practice goals are to maintain and build respectful and positive relationships between all stakeholders, give students an opportunity to repair any harm they may have caused, hold students accountable by helping them to understand how their actions affect others, and use a tool, other than traditional discipline, to engage students in a positive way.

The process includes multiple steps:
1. Staff use of restorative language: build relationships and student buy-in.
2. Teacher use of classroom "re-sets": correct student behavior to get them back on track.
3. Teacher use of hallway conversations: one-on-one redirection with the student.
4. Teacher use of the Responsibility Room: students reflect on their behavior, develop a plan, and are re-admitted to class.
5. Principal/Counselor use of Peace Circles: for interpersonal conflicts that have or could result in a larger disruption/fight.
6. Principal Use of Preventative Discipline Meeting: student, parent, teacher, administrator, and counselor are present to help students who are starting to go down a negative path develop a plan to get back on track.
7. Teacher use of Classroom Circles: helps to repair relationships on a larger, whole class, scale so that the learning environment is positive and productive.
8. Principal Use of Restorative Service: an alternative to suspension for minor infractions.

Data is collected for the all restorative practices and analyzed by the Restorative staff at the end of each trimester.
1. Parents indicate satisfaction with the process.
2. 96% of students that have accessed the restorative system indicated they would use it again.
3. 5-10 restorative parent meetings are held monthly.
4. Each term 20-25 staff and student circles are conducted. This usually occurs in the early weeks.
5. As many as 122 days of suspension are averted each term.
6. Our local magistrate supports our Restorative Justice program and has included our process in her decisions.

Additionally, RHS is proud to be a part of a project called "Future Tectonic Leaders of Roseville." We were approached by a group to participate in the creation of a program to help strengthen the bridge between the police and community. The goal of our group is to harness tensions between these groups turning it into something positive and productive. We will work with a small cohort of students with the intention of building positive leaders for the school and community.

Improvement Plan Stakeholder Involvement

Introduction

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

Improvement Planning Process

Improvement Planning Process

Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.

The SIP is written under the direction of the Roseville High School Steering Committee. This committee consists of building leaders and department chairs. Parental input is received during regular monthly Booster meetings as well as specific stakeholder meetings hosted through out the year. Some of these meetings focus on sharing information such as the Annual Report Meeting and others are geared toward increasing parental awareness and involvement.

New instructional techniques are shared with parents as well to better enable them to assist students and to understand programs and activities.

District-wide parental input also takes place in the Superintendent's Discussion Group meeting and through surveys.

Describe the representations from stakeholder groups that participated in the development of the improvement plan and their responsibilities in this process.

Staff leaders consider strategies for improved achievement and examine data to uncover trends and weaknesses. Specific activities are then selected and scheduled for implimentation through out the building to address academic needs.

Parents give feedback through meetings, surveys and informally through personal contact.

A student stakeholder group meets each Trimester to share perceptions and make suggestions for improved climate and achievement.

Explain how the final improvement plan was communicated to all stakeholders, and the method and frequency in which stakeholders receive information on its progress.

The school improvement plan is shared with stakeholders in multiple ways:

Published and shared with staff each opening day and revisited throughout the year as changes are made or new data is examinined.

Posted on-line

Shared at the Annual Education Report during the October Parent Booster Meeting.

Our vision, "A school where all students will achieve their full potential." is promoted on a continual basis. The purpose of each program is measured against this vision.

Student Performance Diagnostic

Introduction

The Student Performance Diagnostic provides an institution with a process to report summative student assessments. This diagnostic is significant to the accreditation and continuous improvement process as it serves as a resource for schools to view content area assessment results required by the state, district, or other entities, determine the quality and reliability of the given assessments, and show the alignment of the assessments to the school's curriculum. The performance level computed at the completion of the diagnostic is used by the external review team as a comprehensive report to understand fully the institution's assessment program; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

Student Performance Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Student Performance Data document offline and upload below?	Yes	Narrative and Charts attached:	

Evaluative Criteria and Rubrics

Overall Rating: 2.75

	Statement or Question	Response	Rating
1.	Assessment Quality	The array of assessment devices used by the institution to determine students' performances is sufficiently aligned so that valid inferences can be reached regarding students' status with respect to the majority of those curricular aims regarded as high-priority instructional targets. The documentation provided in support of this alignment is relatively persuasive. Most of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements.	Level 3

	Statement or Question	Response	Rating
2.	Test Administration	Most of the assessments used by the institution to determine students' performances have been administered with reasonable fidelity to the administrative procedures appropriate for each assessment. In most instances, the students to whom these assessments were administered are essentially representative of the students served by the institution. Appropriate accommodations have been provided for most assessments so that valid inferences can be made about most students' status with respect to most of the institution's targeted curricular outcomes.	Level 3

	Statement or Question	Response	Rating
3.	Quality of Learning	Evidence of student learning promoted by the institution is acceptably analyzed and presented with reasonable clarity. In comparison to institutions functioning in a similar educational context, students' status, improvement, and/or growth evidence indicates that the level of student learning is at or above what would otherwise be expected.	Level 3

	Statement or Question	Response	Rating
4.	Equity of Learning	Evidence of student learning indicates achievement gaps exist among subpopulations of students, and these achievement gaps demonstrate a modest decline.	Level 2

Areas of Notable Achievement

Which area(s) are above the expected levels of performance?

None

Describe the area(s) that show a positive trend in performance.

From 2011-2012 to 2013-2014 reading, math & science have all had a positive trend.

-Average scores in reading went from 16.66, 17.52 to 17.8

-Average scores in math went from 16.91, 17.42 to 17.6

-Average scores in science went from 17.19, 17.97 to 18.69

From 2010-2011 to 2013-2014 Average ELA scores increased from 16.17 to 17.01.

The 2014-2015 ACT showed decline in all areas. Our school's focus went from ACT to core curriculum due to MStep. We believe this is the cause of the drop in scores.

Which area(s) indicate the overall highest performance?

From 2011-2012 to 2013-2014 science was the highest performing subject and has increased the most with average scores moving from 17.9 to 18.69.

Even though there was a dip for the 2014-2015 ACT science still was our highest performing at 17.57.

Which subgroup(s) show a trend toward increasing performance?

From 2011-2012 to 2013-2014 students who are socio-economically disadvantaged mean ACT scores increased in all subject areas.

-Special Education Math increased 14.78, 14.65, 14.93 (however 2014-2015 scores dropped to 14.34)

-Special Education Reading increased 12.89, 13.62, 13.64 (however 2014-2015 scores dropped to 13.48)

-African American Science increased 15.51, 16.17, 16.43 (however 2014-2015 scores dropped to 15.50)

-ELL Reading increased 12.63, 12.67, 13.00 and again in 2014-2015 to 14.56

From 2010-2011 to 2013-2014 ELL ELA increased 9.50 to 10.00.

*It is hard to follow trends with special education students since each year their disabilities and abilities differ.

Between which subgroups is the achievement gap closing?

From 2011-2012 to 2013-2014 the gap between the overall school's proficiency percentage and the percent of the subgroup(s) that were proficient is closing.

Socio-Economically Disadvantaged Students:
-Math +3% to +4% to +2%
-ELA +9% to +6% (data from 2010-2011 to 2012-2013)

Special Education Students:
-Reading +23% to +21% to +18%

Males:
-Reading +7% to +4% to +3%
-ELA +5% to +2% (data from 2010-2011 to 2012-2013)

For most subgroups the gap was closing between 2013-2014 and 2014-2015 since the overall school scores decreased dramatically.

For 2014-2015 the percent proficient was estimated using student data from BAA. We were unable to accurately compute ELA.

Which of the above reported findings are consistent with findings from other data sources?

Some other data sources we looked at were practice ACT scores from practice tests given in November 2013 and November 2014. We also reviewed NWEA MAP scores. We found that most data was inconsistent. However, we did see a decline in practice test ACT scores from 2013-2014 to 2014-2015 which is consistent with the data.

Areas in Need of Improvement

Which area(s) are below the expected levels of performance?

All subject areas (math, ELA, reading, and science) are below college readiness scores.

Describe the area(s) that show a negative trend in performance.

Overall, from 2011-2012 to 2013-2014 all subject area scores are increasing. All areas decreased from 2013-2014 to 2014-2015.

Which area(s) indicate the overall lowest performance?

Roseville High School's scores are lowest in ELA; however, the state's ELA college readiness cut score is much lower than other subjects. Roseville High School's math scores are furthest away from the state college readiness cut score.

Which subgroup(s) show a trend toward decreasing performance?

From 2011-2012 to 2013-2014 the following subgroup(s) show a trend toward decreasing performance.

Special Education Students
-Though ELA mean ACT scores have decreased, the percent proficient remained constant between 2010-2011 and 2013-2014. 2014-2015 scores continue to decline: 12.55 to 11.36 to 10.33

ELL Students show declining average ACT scores.
-Math 16.5, 15.5 to 14.0
-Science 16.25, 16.33 to 13.00
However from 2013-2014 to 2014-2015 both subjects increased. The ELL student population is very small and differs greatly each year.

Between which subgroups is the achievement gap becoming greater?

From 2011-2012 to 2013-2014 the gap between the overall school's proficiency percentage and the percent of the subgroup(s) that were proficient is becoming greater.

Special Education Students:
- ELA +28% to +37% (data from 2010-2011 to 2013-2014)
-Science +4% to +6% to +18%
-Math +10% to +11% to +14% even though special education's scores have been increasing in math (back down to 11% in 2014-2015 due to overall scores being down)

African American Students:

-Science +6% to +9% to +12% (back down to 10% in 2014-2015 due to overall scores being down)

ELL Students:

-Math +10% to +14% to +16% (-4% in 2014-2015)

-ELA +37% to +46% (data from 2010-2011 to 2013-2014)

-Science +7% to +9% to +20% (-1% in 2014-2015)

For most subgroups the gap was closing from 2013-2014 to 2015-2105 since the overall school's scores decreased.

*2014-2015 percent proficient was estimated using student data from EAA. We were unable to accurately compute ELA.

Which of the above reported findings are consistent with findings from other data sources?

Math was still the lowest performing on the Test Fest ACT practice tests.

Overall, our scores on the Test Fest ACT practice tests went down from 2013-2014 to 2014-2015 which was consistent with our real ACT data.

Report Summary

Scores By Section

Section Score

1	2	3	4

Evaluative Criteria and Rubrics — 2.75
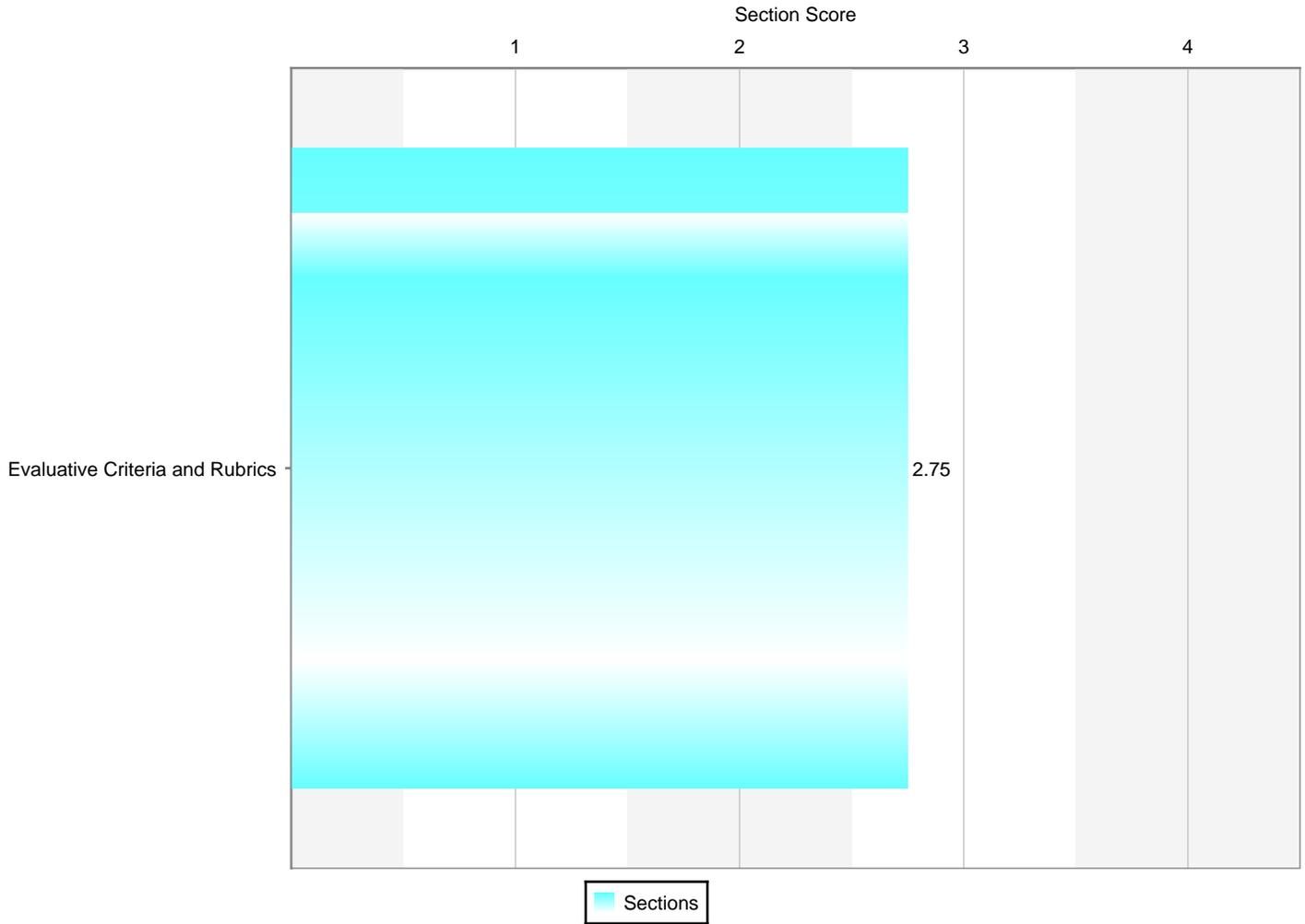
Sections

Stakeholder Feedback Diagnostic

Introduction

The Stakeholder Feedback Diagnostic is designed to analyze the institution's survey results in terms of areas of achievement and areas that need improvement. Further, the diagnostic is essential to the accreditation and continuous improvement processes in that it provides the institution with a comprehensive view of the aggregate scores of the surveys administered, and the actual total of respondents for each survey type to derive a single score for this diagnostic. The performance level score computed at the completion of the diagnostic is used to broaden and enhance the external review team's understanding of the stakeholder's perceptions of the institution; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

Stakeholder Feedback Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Stakeholder Feedback Data document offline and upload below?	Yes	Stakeholder Feedback is attached below: Each survey is included, along with summaries. Also included is the staff survey conducted by our ISD.	

Evaluative Criteria and Rubrics

Overall Rating: 3.5

	Statement or Question	Response	Rating
1.	Questionnaire Administration	All required AdvancED questionnaires were used by the institution to receive stakeholder feedback. The minimum response rate for each population was met (parent questionnaire: equal to or greater than 20%, student questionnaire(s): equal to or greater than 40%, staff questionnaire: equal to or greater than 60%). Questionnaires were administered with complete fidelity to the appropriate administrative procedures. In every instance, the stakeholders to whom these questionnaires were administered fully represented the populations served by the institution. Appropriate accommodations were provided as necessary for all participants.	Level 4

	Statement or Question	Response	Rating
2.	Stakeholder Feedback Results and Analysis	All questionnaires had an average item value of 3.20 or above (on a 5.0 scale). Results of stakeholder feedback collected by the institution were acceptably analyzed and presented with reasonable clarity.	Level 3

Areas of Notable Achievement

Which area(s) indicate the overall highest level of satisfaction or approval?

Parents, staff and students recognize that the school supports opportunities that align with students interests. An example of this would be our high attendance at activities such as concerts, Band-o-Rama, D.R.I.V.E. and Family-Fun Night. Parents consistently desire programs that fit their child's interest and talents.

Staff members believe that the school is focused on student success and that programs and services support learning.

Parents recognize that we have a highly qualified staff that has high expectations for students.

Students feel that multiple evaluative opportunities and high expectations leave them well prepared for the next level.

Which area(s) show a trend toward increasing stakeholder satisfaction or approval?

All stakeholders felt that Roseville High School is focused on student success and that the teaching staff is highly qualified and hard-working.

All three stakeholder groups feel that students are provided with multiple opportunities to demonstrate learning.

Which of the above reported findings are consistent with findings from other stakeholder feedback sources?

Parents and students regularly comment on the value of high interest classes. The community at large embraces our fine arts, and Career Tech Education (CTE) programs.

Parents desire as much personalized instruction for their child as possible. This becomes evident when a student moves from district to district seeking satisfaction. Often, the parents return to Roseville High School and express relief that what we offer suits them best.

An area of concern noted in the MISD survey was that while staff believes they make class interesting, they do not feel that students are fully applying themselves. There is work to be done to address this gap.

Areas in Need of Improvement

Which area(s) indicate the overall lowest level of satisfaction or approval?

Our stakeholder involvement (parents/students/staff) believes that our school's purpose needs to be reviewed and revised. Parents also have a desire to see a stronger connection between instruction and life experiences.

Which area(s) show a trend toward decreasing stakeholder satisfaction or approval?

Staff expresses a desire to have better supervisory feedback to improve learning and to also hold school leadership more accountable for achievement.

Students express that a lack of respect for others and for adults is a problem. Examples of this may include the theft of electronics, as well as the manner in which disruptive students treat staff.

Parents want to see disruptions minimized and to have instruction time protected from distraction.

What are the implications for these stakeholder perceptions?

Communication between all stakeholders regarding steps being taken to address individual needs must become a primary focus. The information shared must be used to better service individual students. In some cases, parents need to know that staff is aware and conscious of a child's needs. Just knowing that we know often makes a parent feel more comfortable.

Staff is frustrated with limited and problematic technology. They believe this is a disruption to the learning process. Parents feel as though instruction time needs to be protected from disruption. The connection here is that increased technology may increase student engagement. Thus, disruptions could be less of an issue both as a result of equipment and student engagement.

It is difficult to deal with disengagement. Parents think we should simply be able to remove such students yet this is neither possible nor wise. Discipline data needs to be studied. Effective interventions need to be sought and applied in these cases. Support from all stakeholders is necessary.

Which of the above reported findings are consistent with findings from other stakeholder feedback sources?

Other sources of stakeholder feedback such as IEP/504 meetings, parent teacher conferences and restorative circles also reinforce the

desire for personalized curriculum and accommodations. Parents of accelerated students pursue Early College, Advance Placement, and Dual Enrollment in an attempt to address their child's specific needs.

Report Summary

Scores By Section

Section Score

	1	2	3	4

Evaluative Criteria and Rubrics   3.5
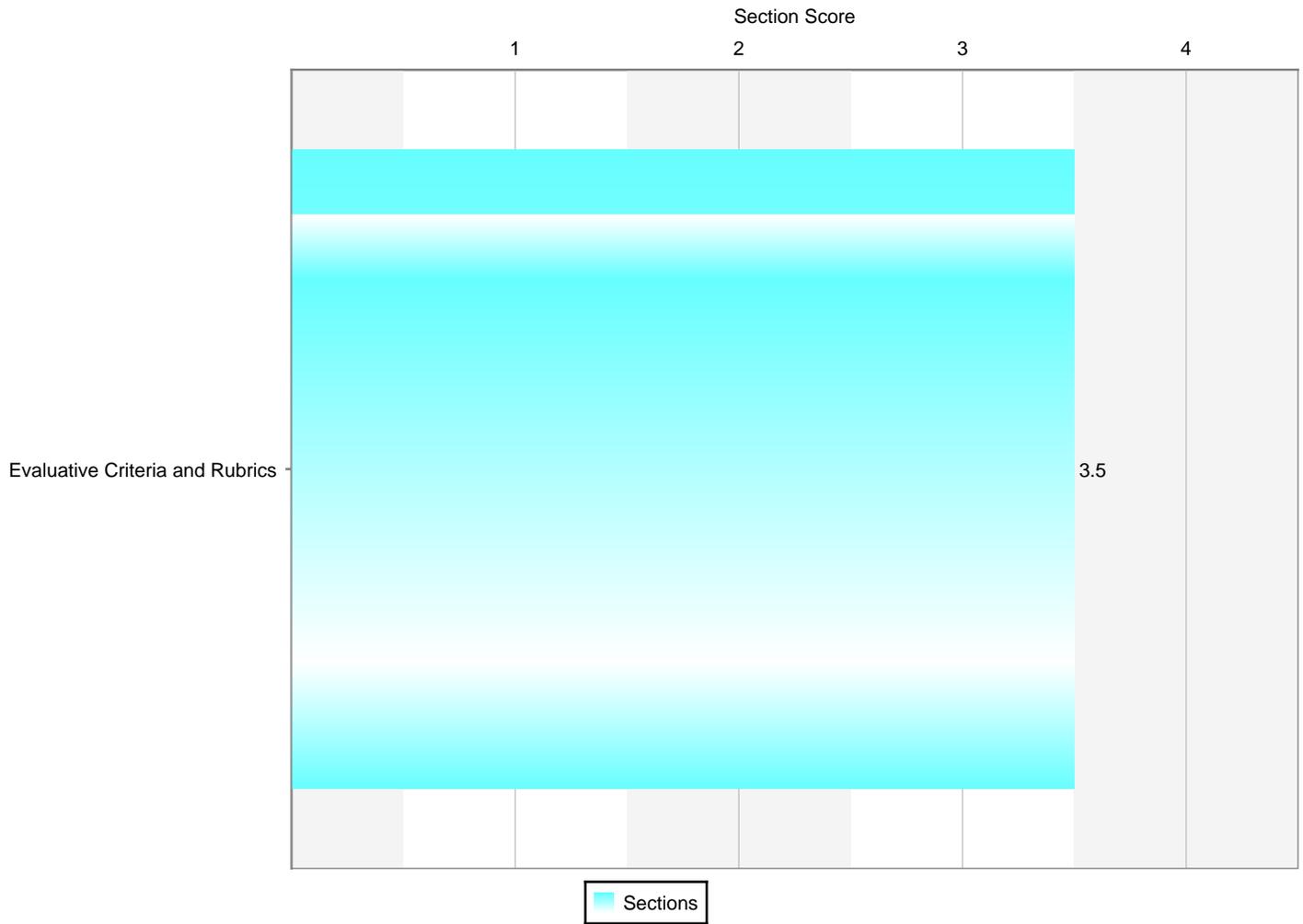
Sections

School Data Analysis

Introduction

The School Data Analysis (SDA) is a diagnostic tool intended to facilitate rich and deep collaborative discussions among staff members about school data. The SDA can serve as a guide to determine a school's strengths and challenges as well as directions for improvement based on an analysis of data and responses to a series of data - related questions in content areas. This data collection and analysis process should include the identification of achievement gaps as well as reflections on possible causes for these gaps. This diagnostic represents the various types of data that should be continuously collected, reviewed, analyzed and evaluated. Completion of the SDA is one piece of a school's comprehensive needs assessment process.

Demographic Data

Demographic data is data that provides descriptive information about the school community. Examples may include enrollment, attendance, grade levels, race/ethnicity, gender, students with disabilities, English learners, socio-economic status, graduation rate, suspensions/expulsions, etc.

Student Demographic Data

1. In looking at the three year trend in student enrollment data, what challenges have been identified?

Over the past three years, we have faced many challenges in enrollment. These challenges include:

-Transient community.

-School of Choice mobility/competition with surrounding districts.

-Inconsistent numbers from feeder schools.

-Slightly declining enrollment.

Student Demographic Data

2. In looking at the three year trend in student attendance data, what challenges have been identified?

Our attendance rate has declined for the last two years due to an adjustment in the attendance policy, whereby students no longer lose credit at a specific number of absences. The new policy is continuing to be evaluated. However, some challenges include:

-The district has increased the distance required for bussing. Students are now required to walk 2 miles or less to school.

-Students that attend via school of choice have a larger distance to travel on their own.

-Attendance is not as highly prioritized by parents and students.

Student Demographic Data

3. In looking at the three year trend in student behavior data (discipline referrals, suspensions and expulsions), what challenges have been identified?

The data reflects an increase in student discipline, suspensions, and expulsions. Challenges identified are:

-Chronic tardies and truancy have high rates of referrals. However, the goal of the new policy was to deal with these matters with discipline rather than failures.

-Referrals to our building's responsibility room have also increased, however, students are now able to return to class after a reset process. We wanted to decrease the time a student spent out of class due to a behavior or disruption that happened early in the class period. Teachers were encouraged to act early to address disruption and establish expectations and routines in the classroom. The rate of students returning to the responsibility room has also decreased, which indicates that the process has been effective.

Student Demographic Data

4. What action(s) could be taken to address any identified challenges with student demographic data?

-Transient community: We have counseled parents to inform them that their students can be granted School of Choice enrollment even if they are moving to another district.

-School of Choice mobility/competition with surrounding districts: This has been made a district focus to market our district and combat negative perceptions/rumors in order to educate our parents about opportunities within Roseville.

-Slightly declining enrollment: The district has designed a marketing plan and marketing committee which includes teachers and administrators.

If funding were available, we would resume busing to the high school in the same manner we bus to the feeder schools. Families have told us that if they have to drive their student to school, they would choose to drive them to a school of choice district that is more convenient.

Teacher/School Leader(s) Demographic Data

5. As you review the number of years of teaching and administrative experience of the school leader(s) in your building, what impact might this have on student achievement?

Our school's leadership has a supportive/positive impact on student achievement. The teacher/school leaders reflect a vast range of experiences which supports many different students and scenarios.

Teacher/School Leader(s) Demographic Data

6. As you review the number of years of teaching experience of teachers in your building, what impact might this have on student achievement?

Due to budget constraints over the years, there have not been many new hires to our teaching staff. A majority of our teaching staff have more than 10 years of teaching experience. However, we have had some experienced teachers leave the profession for more lucrative career opportunities. This shift negatively impacts our students.

Teacher/School Leader(s) Demographic Data

7. As you review the total number of days for school leader absences and note how many were due to professional learning and /or due to illness, what impact might this have on student achievement?

We recognize the negative impact of school/teacher leaders being absent from the classroom/building. We have made adjustments to our team meetings so that there is less time out of class.

Teacher/School Leader(s) Demographic Data

8. As you review the total number of days for teacher absences due to professional learning and/or illness, what impact might this have on student achievement?

The total number of days due to professional learning is insignificant when compared to the number of days teachers are absent from the classroom to facilitate state testing. This has a detrimental impact on student achievement.

Teacher/School Leader(s) Demographic Data

9. What actions might be taken to address any identified challenges regarding teacher/school leader demographics?

When funding is available, incremental pay steps will need to be restored.

Process Data

Process data is information about the practices and procedures schools use to plan, deliver and monitor curriculum, instruction and assessment.

10. In reviewing the results of the School Systems Review or the Interim Self Assessment/Self Assessment, what strands/standards/indicators stand out as strengths?

Standard 2: Governance and Leadership 4
Standard 4: Resources and Support Systems 16

11. In reviewing the results of the School Systems Review or the Interim Self Assessment/Self Assessment, what strands/standards/indicators stand out as challenges?

Standard 1: Purpose and Direction 2
Standard 5: Using Results for Continuous Improvement

12. How might these challenges impact student achievement?

Standard 1: Purpose and Direction 2
Until there is consistency of purpose and directions for decisions that impact curriculum and instruction, there will continue to be challenges and frustrations for staff and students.

Standard 5: Using Results for Continuous Improvement
Staff needs to be more comfortable using short term data points to drive instruction. Summative assignments and state testing results tend to be "too little, too late" pieces of information.

13. What actions could be taken and incorporated into the School Improvement Plan to address these challenges from the School Systems Review or the Interim Self Assessment/Self Assessment.

Continue to provide time and resources to improve the effectiveness of using data to direct instruction.

Continue to address purpose and direction through healthy conversations and stakeholder dialogue/involvement.

14. How do you ensure that students with disabilities have access to the full array of intervention programs available i.e. Title I, Title III, Section 31a, IDEA, credit recovery, extended learning opportunities?

Students with disabilities have hourly access to additional instructional support. Additionally, our school provides after school extended opportunities for learning which are free and convenient for all students. We are considering the addition of an extended opportunity during

the school day to allow students options to re-engage and catch up on lost credits.

15. Describe the Extended Learning Opportunities that are available for students and in what grades they are available?

After School Intervention Mentoring (AIM), E2020 (Credit Recovery), Math Lab, Academic Support Center (ASC), Teacher Consultants (TC), Reading Enrichment Classes.

All of the listed programs are free for students at any grade level.

16. What is the process for identifying students for Extended Learning Opportunities and how are parents notified of these opportunities?

Teacher referral, IEP's, graduation requirement checks, student self-assess/identify the need for additional help.

Parents are notified by e-mail, newsletters, website, mass phone calls, parent/teacher conferences, and through the Restorative Justice process.

17. What evidence do you have to indicate the extent to which the state content standards are being implemented with fidelity i.e. horizontal and vertical alignment, in all content courses and grade levels?

Through Planbook, teachers indicate the standards that are being taught. Some departments have developed curriculum maps/outlines. All departments are working towards a more common process to horizontally and vertically align content.

18. How does your school use health survey/screener results (i.e. MIPHY) to improve student learning? Answer only if you completed a health survey/ screener.

n/a

Achievement/Outcome Data

Achievement/outcome data tell us what students have learned. These include classroom-level, benchmark, interim and formative assessment data as well as summative data such as standardized test scores from annual district and state assessments. If the school completed the Student Performance Diagnostic for the AdvancED External Review, please insert 'See Student Performance Diagnostic' in each text box.

19a. Reading- Strengths

Data is used to identify students that need to receive help in the Reading Enrichment classes. These students have shown increased fluency and comprehension.

All subject area teachers are required to conduct monthly reading activities to model strategies in an attempt to increase achievement on state tests.

19b. Reading- Challenges

It is difficult to address the transient students who are below reading level.

It is evident that many of students do not come from literature rich environments.

19c. Reading- Trends

Data showed a slow incline over the course of 3 years. However, there was a moderate drop last year. We did not lose ground overall, but it was discouraging. With the addition of new standardized tests, it will be difficult to address specific strategies that might be helpful until the resources are available to us.

19d. Reading- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

This years plan will reflect increased activities to address cross-curricular reading challenges. Funding will be made available to purchase appropriate resources and PD as needed.

20a. Writing- Strengths

RHS teachers know that they are ALL responsible for assisting with the teaching of writing. We have 100% buy-in from staff and everyone participates in building wide, writing across the curriculum, activities.

20b. Writing- Challenges

While we have experienced three years of growth, this past year reflects a slight decline in scores. However, it is still higher than our baseline score from 2012.

20c. Writing- Trends

Three years of growth with a slight decline this past year.

20d. Writing- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

Our English teachers will continue to work with other subject area teachers to help them become more comfortable with the "Accordion Paragraph" format. We will focus on argumentative writing as it relates to the new SAT test.

21a. Math- Strengths

Our department has worked hard to provide additional supports for struggling learners (AIM tutoring, Math Lab, Math coaches, Fundamentals for Algebra, etc.) in addition to pushing more advanced students to higher math (accelerated classes).

21b. Math- Challenges

While our scores showed improvement over three years, this past year (2015) showed a slight decline.

21c. Math- Trends

Three years of growth followed by one year of slight decline.

21d. Math- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

Math teachers will continue to provide additional support to struggling learners. Fast track students that are not reaching the desired level will be allowed to more to a more "main stream" class for additional review and support.

22a. Science- Strengths

All regular ed. juniors are now enrolled in two terms of Chemistry. Chemistry is also offered to students with special needs. However, those that are not ready for Chemistry are supported in Science electives.

22b. Science- Challenges

Three years of growth were met with a slight decline in scores this year (2015).

22c. Science- Trends

Three years of growth followed by one year of decline.

22d. Science- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

The Science department will continue implementation of Data Based Questions, non-linguistic representations of concepts and content (using charts and graphs). The Scientific Method will continue to be a primary focus along with writing skills for lab reports (using evidence to support a position/claim).

23a. Social Studies- Strengths

Social Studies teachers have completely bought in to building wide strategies that support reading, writing, and non-linguistic representations (graphs, maps, charts, etc.).

23b. Social Studies- Challenges

Some of our students struggle with the advanced lexile levels of the social students textbooks.

23c. Social Studies- Trends

No trends, due to lack of test data.

23d. Social Studies- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

Our Social Studies department will continue to support the other tested subject areas through the use of graphs, charts, and timed reading/writing.

Perception Data

Perception data is information collected that reflects the opinions and views of stakeholders. If the school completed the Stakeholder Feedback Diagnostic for the AdvancED External Review, please insert 'See Stakeholder Feedback Diagnostic' in each text box for survey feedback already collected from students, parents and staff.

24a. Student Perception Data

Which area(s) indicate the overall highest level of satisfaction among students?

The overall satisfaction at Roseville High for students is high but the highest level of satisfaction for students is that the school has high expectations for them, they have resources to help them in school, and they are able to participate in activities that interest them.

24b. Student Perception Data

Which area(s) indicate the overall lowest level of satisfaction among students?

Roseville High School students found the lowest level of satisfaction in respect in our school. Students indicated that the number of property thefts is frustrating to them. They expect others to show more respect for items such as IPODS and cell phones.
During a student stakeholder meeting the idea of "protecting yourself" prompted the students to request that pad locks be made available for purchase on an ongoing basis.

24c. Student Perception Data

What actions will be taken to improve student satisfaction in the lowest area(s)?

In an effort to improve student respect Roseville High School is employing Restorative Practices in regard to student and staff relationships.

25a. Parent/Guardian Perception Data

What area(s) indicate the overall highest level of satisfaction among parents/guardians?

The overall response by the parents/guardians was positive but the highest level of satisfaction was the use of our resources and support systems. The parents/guardians felt that Roseville High School is a safe place to learn with qualified teachers that use their support services well. The main highlight of satisfaction in this area seen nearly 81% of our parents/guardians agreed or strongly agreed that our school provided opportunities for students to participate in activities that interested them.
In addition to Roseville High School using their resources and support system successfully, parents/guardians also felt that Roseville High

School gave their students great purpose and direction which also lead to their children being prepared for success in the next school year.

25b. Parent/Guardian Perception Data

What area(s) indicate the overall lowest level of satisfaction among parents/guardians?

While Roseville High School is not satisfied with a low level of satisfaction among parents/guardians with regard to communication with our parents and students, we are encouraged that this trend is becoming increasingly more positive.

25c. Parent/Guardian Perception Data

What actions will be taken to improve parent/guardian satisfaction in the lowest area(s)?

To continue to improve our communication with our parents we are going to continue to use our new dialer system and online grading that has helped increase the level of parent/guardian satisfaction in communication.

A very high percentage of families (80%) indicate that they have used the parent portal.

Communication will continue to improve through the increased use of the school/district website, social media, dialers, and e-mail connect system.

26a. Teacher/Staff Perception Data

What area(s) indicate the overall highest level of satisfaction among teachers/staff?

The overall satisfaction among teacher/staff is high but the area this group is most satisfied with is purpose and direction in which over 82% of the staff agreed or strongly agreed with questions regarding purpose and direction.

26b. Teacher/Staff Perception Data

What area(s) indicate the overall lowest level of satisfaction among teachers/staff?

Roseville High School lowest level of satisfaction among teachers/staff is engaging families in their children's learning progress, personalizing instruction for each student, and holding students to a high standard with regard to behavior, attendance, and academics.

26c. Teacher/Staff Perception Data

What actions will be taken to improve teacher/staff satisfaction in the lowest area(s)?

Administration will continue to provide resources and training in high quality teaching strategies that are proven to improve student engagement (Marzano, CITW, etc.).

Activities to increase parental engagement (post-secondary education planning nights, welcome night, guest speakers) will be planned with and provided for parents.

27a. Stakeholder/Community Perception Data

What area(s) indicate the overall highest level of satisfaction among stakholders/community?

The overall response by the stakeholders was positive but the highest level of satisfaction was the use of our resources and support systems. Thestakeholders felt that Roseville High School is a safe place to learn with qualified teachers that use their support services well. The main highlight of satisfaction in this area seen nearly 81% of our stakeholders agreed or strongly agreed that our school provided opportunities for students to participate in activities that interested them.
In addition, our business partners for CTE programs recognize and support the value of the experiences that we provide to our students.

27b. Stakeholder/Community Perception Data

What area(s) indicate the overall lowest level of satisfaction among stakeholders/community?

Stakeholders and community members recognize the challenges that come with an increase in our building's diversity. Our building has changed in terms of ethnicity and socio-economic status. Some stakeholders have a misperception that our building suffers due to school of choice and increased diversity. In reality, as community members become involved with the schools, they are pleasantly surprised with the behavior, maturity, and achievements of our students.

27c. Stakeholder/Community Perception Data

What actions will be taken to improve the level of stakeholder/community satisfaction in the lowest area(s)?

We need to do a better job of sharing our successes with the community. We will continue to host events that allow stakeholders into our building to be involved and see what we have to offer at RHS.

Summary

28a. Summary

Briefly summarize the strengths and challenges identified in the four kinds of data-demographic, process, achievement/outcomes and perception.

Overall, our data is positive as it relates to the services we provide for our students and the opportunities that are available to them.

28b. Summary

How might the challenges identified in the demographic, process and perception data impact student achievement?

One of our main challenges is parent and student engagement. When students are not surrounded by an environment that places a high priority on education, it is difficult to engage students and get results in terms of student achievement. Students need a solid system that supports academics in and out of school.

28c. Summary

How will these challenges be addressed in the School Improvement Plan's Goals, Measurable Objectives, Strategies and Activities for the upcoming year? For Priority Schools, which of these high need areas will inform the Big Ideas and the Reform/Redesign Plan?

We will continue to plan with parents to help them become more engaged in their students' learning and achievement. We will offer opportunities for parents to participate in Restorative Practices to help get students on the right track. We will share with parents the opportunities and support systems that exist within our district.

School Additional Requirements Diagnostic

Introduction

This diagnostic contains certification requirements for Michigan schools. This diagnostic must be completed by all schools.

School Additional Requirements Diagnostic

Label	Assurance	Response	Comment	Attachment
1.	Literacy and math are tested annually in grades 1-5.	Yes		

Label	Assurance	Response	Comment	Attachment
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 in the box below.	Yes	http://rcs.misd.net/publications/	

Label	Assurance	Response	Comment	Attachment
3.	Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.	Yes		

Label	Assurance	Response	Comment	Attachment
4.	Our school reviews and annually updates the EDPs to ensure academic course work alignment.	Yes		

Label	Assurance	Response	Comment	Attachment
5.	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 institution 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 institution is responsible, or for which it receives financial assistance from the U.S. Department of Education. References: Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, The Age Discrimination Act of 1975, The Americans with Disabilities Act of 1990, Elliott-Larsen prohibits discrimination against religion.	Yes	NON-DISCRIMINATION AND EQUAL OPPORTUNITY IN EDUCATION STATEMENT OF ASSURANCE OF COMPLIANCE WITH FEDERAL LAW It is the policy of the Roseville Community School District that no discriminatory practices based on gender/sex, race, religion, color, age, national origin, disability, height, weight, or any other status covered by federal, state or local law be allowed in providing instructional opportunities, programs, services, job placement assistance, employment or in policies governing student conduct and attendance. Any person suspecting a discriminatory practice should contact the Civil Right	

Label	Assurance	Response	Comment	Attachment
6.	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	Rebecca Vasil Deputy Superintendent	

Label	Assurance	Response	Comment	Attachment
7.	The institution has a School-Parent Involvement Plan (that addresses Section 1118 activities) that is aligned to the District's Board Policy. If yes, please attach the School-Parent Involvement Plan below.	Yes		

Label	Assurance	Response	Comment	Attachment
8.	The institution has a School-Parent Compact. If yes, please attach the School-Parent Compact below.	No		

Label	Assurance	Response	Comment	Attachment
9.	The School has additional information necessary to support your improvement plan (optional).	No		

2016-17 GOALS

Overview

Plan Name

2016-17 GOALS

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: 6 Activities: 17	Academic	$132600
2	All students at Roseville High School will be proficient in math.	Objectives: 1 Strategies: 4 Activities: 7	Academic	$92500
3	All students at Roseville High School will be proficient in writing.	Objectives: 1 Strategies: 2 Activities: 2	Academic	$123
4	Roseville High School will improve climate and culture by addressing behavior and promoting college and career readiness.	Objectives: 1 Strategies: 3 Activities: 14	Organizational	$140500
5	All students at Roseville High School will be proficient in Science.	Objectives: 1 Strategies: 3 Activities: 7	Academic	$1246
6	All students at Roseville High School will be proficient in Social Studies.	Objectives: 1 Strategies: 3 Activities: 5	Academic	$0

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

Measurable Objective 1:

85% of Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency in reading comprehension in English Language Arts by 06/14/2024 as measured by 2024 State Assessments.

Strategy 1:

Classroom Instruction That Works-All Subject Areas - Teachers will utilize the CITW model in their planning, instruction, and evaluation.

Category:

Research Cited: http://www.projectcriss.com/pdf_files/23_S03_MARZANO.PDF

The strategies featured in this book were identified through a meta-analysis of instruction conducted by McREL (Marzano, 1998) and presented in the first edition of

Classroom Instruction That Works (Marzano, Pickering, & Pollock, 2001). This second edition builds on that research and incorporates findings from a study that

clarifies the concepts related to each of the nine categories identified in the first edition (Beesley & Apthorp, 2010), and it uses an analysis of the literature published

since the first edition to provide an updated estimate of each strategy's effect on student achievement. We present these effect sizes as part of the discussion of each

strategy.1

For the 2010 study, McREL researchers synthesized primary studies for each strategy and calculated a measure of its effects when there were sufficient quantitative

data. This approach differs from the original study (Marzano, 1998), which synthesized findings from prior meta-analyses. To update conceptual clarity around each

category of strategy, McREL researchers used narrative reviews, qualitative research, and theoretical literature. For details about the study methodology, see the

technical report (Beesley & Apthorp, 2010).

Tier: Tier 1

Activity - Professional Development in CITW and Literacy Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Entire staff will continue to focus on CITW strategies as a main topic for professional learning. New staff will be sent to full CITW training. CITW leaders may be sent for more specific training. Staff experts in each area will share and assist with other staff.	Professional Learning	Tier 1	Monitor	09/05/2016	06/16/2017	$4000	Title II Part A	RHS Administration Teachers Identified as proficient based on feedback and sharing

Activity - Stakeholder CITW Orientation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents and students will be informed regarding the adoption of CITW in order to promote awareness and buy-in. Information will be shared in parent meetings (boosters, band sponsors, etc.), school newsletter, and website.	Community Engagement	Tier 1	Implement	09/05/2016	06/09/2017	$1000	General Fund	Hedemark SIP/Steering Laforest Joe Genest

Activity - Reinforcement of "The Big 3" literacy strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff members will model and promote these activities to enhance understanding of various content specific texts and non-linguistics: Think Aloud, Reading Minute, and Talking to the Text. Strategies will be identified in lesson plans.	Supplemental Materials, Academic Support Program	Tier 1	Monitor	09/05/2016	06/09/2017	$0	No Funding Required	Teaching Staff, administrators.

Activity - Monitoring Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principals will monitor the implementation of the instructional strategies through walk throughs and lesson plan checks.	Monitor, Walkthrough	Tier 1	Monitor	09/05/2016	06/09/2017	$0	No Funding Required	Principals and Steering Committee

Activity - Vocabulary in Context	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will be provided resources to assist in implementing Marzano's 6 step process for Teaching Academic Vocabulary.	Supplemental Materials	Tier 1	Getting Ready	09/05/2016	06/16/2017	$0	No Funding Required	All staff, SIP committee

Strategy 2:

Classroom Technology- Student and Teacher Centered - Staff will use various types of technology to increase ability for all students to comprehend text. The strategies employed will be scaffolded on the strategies introduced at the middle school level. Teachers will receive continuous training to support their use of technology in the classroom.

Category: English/Language Arts

Research Cited: http://www.edutopia.org/technology-integration-research-learning-outcomes

Tier: Tier 1

Activity - Collections Curriculum for 9th and 10th Grade English Classes	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| RHS has adopted a new 9th grade English curriculum. This curriculum is standards based and utilizes student centered technology (Chromebooks) to engage students in the content. Collections utilizes a blended digital and print approach, a balance of complex texts with collections of fiction, nonfiction, and informational, and deeper learning through enhanced collaboration with interactive digital tools.
- See more at: http://www.hmhco.com/shop/education-curriculum/literature-and-language-arts/literature/collections#sthash.pfJtjW7v.dpuf | Technology | Tier 1 | Getting Ready | 10/01/2015 | 06/09/2017 | $0 | General Fund | Central administration, building administration, and English teaching staff. |

Activity - Collections PD (Staff Training)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will be thoroughly trained in the Collections curriculum to promote effective implementation.	Professional Learning	Tier 1		09/01/2015	06/09/2017	$2000	Title II Part A	Central administration, building administration, English teaching staff.

Activity - Use of Chromebooks	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Chromebooks have been purchased for as a part of the the Collections curriculum and reading enrichment class. Students will use the Chromebooks to differentiate instruction and access online learning portals/resources for their classes.	Curriculum Development, Technology	Tier 1		09/01/2015	06/09/2017	$0	General Fund	Building administration, S. Kosinski, and English teachers.

Strategy 3:

Extended Learning Time (Applies to all Content Areas) - All students will have access to extended learning time to support in areas of individual student needs.

Category: Learning Support Systems

Research Cited: http://www.nea.org/assets/docs/HE/mf_PB04_ExtendedLearning.pdf

Tier: Tier 2

Activity - AIM (Academic Intervention Mentoring)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Students will have access to AIM tutoring after school. Teachers, paraprofessionals, and honor students are available to help students with homework and tests. Students may use AIM as an opportunity to make up summative and formative assessments while in AIM. In addition to staff, students are provided with access to laptop computers, a snack, and transportation home.	Behavioral Support Program, Academic Support Program	Tier 3	Implement	09/01/2015	06/09/2017	$22000	Section 31a	Gary Scheff, teachers, parapros.

Activity - Reading Enrichment Classes	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students are tested and identified for remedial reading support in both decoding and comprehension. Teachers will use researched based strategies to promote reading accuracy (decoding), fluency, and for comprehension skills of students who are reading significantly below their grade level. Students will be identified through Middle School Aims-Web and NWEA screening tests and further diagnostic tests provided by literacy coach and English Department staff. Students will be assigned to a support class for 1-3 terms depending on deficits.	Academic Support Program	Tier 3	Implement	09/01/2015	06/09/2017	$60000	Section 31a	Joanne Trembath and Sue Kosinski

Activity - Literacy Support Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Curriculum development time for S. Kosinski and J. Trembath as a part of the MISD Literacy Network	Professional Learning	Tier 3	Implement	09/01/2015	06/09/2017	$4000	Title II Part A	M. Gabriel, S. Kosinski, J. Trembath

Strategy 4:

Developing the English Language Learner (Applies to all Content Areas) - A staff member will be identified to oversee all ELL students in the building. This staff

member will check in with students, their parents, and teachers, on a regular basis to make sure they are receiving the appropriate amount of support to be successful.

Category: Learning Support Systems

Research Cited: http://www.csos.jhu.edu/crespar/techreports/report61.pdf

Tier: Tier 3

Activity - ELL Advocacy	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A staff member will be identified to support ELL students by checking in on a regular basis and identifying appropriate forms of support to meet their individual needs.	Behavioral Support Program, Academic Support Program	Tier 3	Getting Ready	12/01/2015	06/09/2017	$0	No Funding Required	Building administration, selected staff member(s).

Strategy 5:

Data Driven Instruction (All Content Areas) - Staff members will engage in collaborative activities to promote consistent use of data to develop curriculum, assessments, and daily instruction.

Category: Other - Staff Collaboration

Research Cited: http://www.naesp.org/sites/default/files/Student%20Achievement_blue.pdf

Tier: Tier 1

Activity - Teacher Collaboration for Course and Assessment Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
During our late start, professional development time, staff will engage in a process outlined by administrators to complete the following over three years: Year One - Updated End of Course SIP supporting, standards based, Common Finals (core areas) /SIP supporting, standards based, project (elective). Year Two- Common Unit Summatives/Common Scales for all areas. Year Three - Reflection work based on student achievement data for each unit.	Teacher Collaboration, Curriculum Development, Professional Learning	Tier 1	Implement	09/01/2015	06/18/2018	$3000	Title II Part A	All administration and teaching staff.

Activity - Student Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will routinely monitor students for the desired effects of the strategies they are using in their classes. They will use their observations, student "hold ups" (white boards, thumbs up/down, True/False cards, etc) to determine student understanding of the content, and use that data to drive how they cater to each class and individual students when deciding how to proceed with content, plan lessons, etc.	Behavioral Support Program, Academic Support Program	Tier 2	Implement	09/01/2015	06/16/2017	$100	General Fund	All teachers.

Strategy 6:

Increased Test Familiarity- All Content Areas - Students will engage in a series of practice test activities to increase familiarity and comfort with the standardadized testing. The SAT suite of tests will be used to provide practice and generate data to identify areas of weakness. Additionally, students will engage in building wide strategies to help practice skills and strategies in specific test areas.

Category: Career and College Ready

Research Cited: http://www.ernweb.com/educational-research-articles/learning-techniques-effective-study/

http://www.kaptest.com/college-prep/test-information/why-prep

Tier: Tier 1

Activity - Passages Involving Graphs & Charts	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Once per week, Science and Social Studies will have students access and apply data based evidence from charts and graphs in class assignments.	Direct Instruction	Tier 1	Implement	09/07/2015	06/09/2017	$0	No Funding Required	Social Studies and Science teachers, Scheff, Trembath, Czech

Activity - Career and College Readiness Class	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
RHS offers an elective course to support students with speific skills and content for standardized testing. Students rotate through three subject areas taught by content area experts. The teachers of this course will share specific activities that are effective with all staff.	Academic Support Program	Tier 2	Implement	09/01/2015	06/09/2017	$30000	Section 31a	Administration, section teachers.

Activity - PSAT/SAT Suite of Tests	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
9th and 10th graders will take the PSAT in the spring to establish baseline scores and test familiarity. 11th graders will take the PSAT in October and identify areas of need to practice independently on Khan Academy as well as with subject area teachers.	Supplemental Materials	Tier 1	Implement	09/01/2015	06/09/2017	$6500	Section 31a	Gabbard, Czech, Administration

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

Measurable Objective 1:

85% of Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in mathematics in Mathematics by 06/15/2015 as measured by 2022 State Assessments.

Strategy 1:

Classroom Technology- Student and Teacher Centered - Staff will use various types of technology to increase ability for all students to comprehend content. The

strategies employed will be scaffolded on the strategies introduced at the middle school level. Teachers will receive continuous training to support their use of

technology in the classroom.

Category: Technology

Research Cited: http://www.citejournal.org/vol4/iss2/mathematics/article1.cfm

http://education.cu-portland.edu/blog/classroom-resources/pros-and-cons-of-allowing-kids-to-use-calculators-in-math-class/

Tier: Tier 1

Activity - Instruction and pratice with Graphing Calculators	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math instructors will use class sets of graphing calculators with all classes to train students in Ti-84 or a similar tool. All teachers now have a classroom set and are using them on daily basis.	Technology	Tier 1	Implement	09/01/2015	06/09/2017	$10000	General Fund	All Math Teachers

Activity - IXL.com	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in special education math courses and our remedial math class engage in activities on IXL.com at least once per week to evaluate their level of understanding and reinforce concepts covered in class. This program provides feedback to teachers and students regarding their strengths and areas of concern.	Technology	Tier 3		09/01/2015	06/09/2017	$1500	Section 31a	A. Gabbard, C. LaFeve, L. Bond

Activity - Document Cameras and Projectors	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers use document cameras and projectors on a daily basis to model processes for problem solving and to increase student engagement. Teachers continuously provide students with guided practice and model procedural and conceptual problem solving steps.	Technology	Tier 1	Monitor	09/01/2015	06/09/2017	$0	No Funding Required	All teachers.

Strategy 2:

Extended Learning Time - Additional support beyond a traditional class period with one staff member is necessary to increase student achievement. Teachers will

middle school MAP results as well as student grades and hand place students into the math enrichment classes, Fundamentals for Algebra, and math lab supports. .

Category: Learning Support Systems

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

Tier: Tier 3

School Improvement Plan

Roseville High School

Activity - Math Coaches/Lab	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who are identified as high risk will have access to math coaches to help with small group instruction and re-teaching concepts. In classrooms where math coaches are not present, students are able to go to our Math Lab to get one-on-one support for formative and summative assignments.	Academic Support Program	Tier 3	Implement	09/01/2015	06/09/2017	$54000	Section 31a	Math coaches, math teachers, Dan Crow.

Activity - Math Support Class	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students are enrolled in a double dose of math to assist in successfully completing required math courses. Additional support beyond a traditional class period with one staff member is necessary to increase student achievement. Teachers will NWEA results as well as student grades and hand place students into the math enrichment classes.	Academic Support Program	Tier 2	Monitor	09/08/2015	06/09/2017	$25000	Section 31a	Crow, Skidmore Math Dept.

Strategy 3:

Data Driven Instruction - Staff will analyze, evaluate, and incorporate strategies within the classroom to increase exposure to math SAT/MME type problems.

Category: Mathematics

Research Cited: http://www.wsj.com/articles/SB124278685697537839

http://onlinelibrary.wiley.com/doi/10.1002/j.2164-4918.1960.tb02646.x/abstract

Tier: Tier 1

Activity - Math Warm-ups	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math teachers will give SAT/MME type questions twice a week within the classroom and then they will go over each question and how it is attacked.	Direct Instruction	Tier 1	Implement	09/01/2015	06/09/2017	$2000	General Fund	Math Teachers Crow Gabbard

Strategy 4:

Classroom Instruction That Works-Math - Teachers will utilize the CITW model in their planning, instruction, and evaluation.

Category:

Research Cited: http://www.projectcriss.com/pdf_files/23_S03_MARZANO.PDF

The strategies featured in this book were identified through a meta-analysis of instruction conducted by McREL (Marzano, 1998) and presented in the first edition of

Classroom Instruction That Works (Marzano, Pickering, & Pollock, 2001). This second edition builds on that research and incorporates findings from a study that

clarifies the concepts related to each of the nine categories identified in the first edition (Beesley & Apthorp, 2010), and it uses an analysis of the literature published since the first edition to provide an updated estimate of each strategy's effect on student achievement. We present these effect sizes as part of the discussion of each strategy.1

For the 2010 study, McREL researchers synthesized primary studies for each strategy and calculated a measure of its effects when there were sufficient quantitative data. This approach differs from the original study (Marzano, 1998), which synthesized findings from prior meta-analyses. To update conceptual clarity around each category of strategy, McREL researchers used narrative reviews, qualitative research, and theoretical literature. For details about the study methodology, see the technical report (Beesley & Apthorp, 2010).

Tier:

Activity - Identifying Similarities and Differences	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers regularly engage students in cooperative groups in which they are asked to classify and identify similarities and differences within a given unit.	Curriculum Development	Tier 1	Monitor	09/01/2015	06/09/2017	$0	No Funding Required	All teachers.

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

Measurable Objective 1:

85% of Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency (on written response questions and essays) in Writing by 06/15/2022 as measured by State Assessments, along with Measured Progress Samples, In-class essays, and school-wide Roseville Writes.

Strategy 1:

Data Driven Instruction - English teachers will perform the strategy with all students. Baseline data will be collected at the start of the year. That data will drive instruction and focus for future lessons. Teachers will model and support activities to promote more fluent and organized writing.

Category: English/Language Arts

Research Cited: http://www.tandfonline.com/doi/abs/10.1207/s15327671espr1003_7

Tier: Tier 1

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

Teachers will instruct students with a close read on an argumentative passage. Students will then organize their annotations into a graphic organizer. Finally, they will take that information and complete a 4-5 paragraph argumentative essay. Teachers will evaluate the essay based on a common scale. That data will be analyzed and used to frame future, student and class specific, writing activities.	Direct Instruction	Tier 1	Implement	09/01/2015	06/16/2017	$0		No Funding Required	J. Trembath, all English teachers.

Strategy 2:

Classroom Technology- Student and Teacher Centered - Teachers and students will use technology to enhance their ability to write coherently.

Category: English/Language Arts

Research Cited: http://www.edutopia.org/technology-integration-reserach-learning-outcomes

Tier: Tier 1

Activity - Google Classroom	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students enrolled in reading enrichment classes have access to Chromebooks and utilize google classroom to engage in activities provided by the teacher. They use the technology to access information and materials and complete assignments through a virtual classroom environment. They are also able to seek help from their teacher and receive authentic, immediate, feedback on their work so that they may understand what is strong and what needs work.	Technology , Academic Support Program	Tier 3	Implement	09/01/2015	06/16/2017	$123	Section 31a	S. Kosinski

Goal 4: Roseville High School will improve climate and culture by addressing behavior and promoting college and career readiness.

Measurable Objective 1:

collaborate to promote positive student behavior and a culture of student success for college and career readiness. by 06/13/2016 as measured by fewer disruptions to the learning environment and improved student achievement on state testing. .

Strategy 1:

Restorative Practices - Restorative Justice Conferencing - Using a variety of different formats, students, staff, and parents will engage in Restorative Justice

Conferencing resulting in meaningful conversations, accountability, and repairing harm to build an understanding and sense of shared culture. An R.J. facilitator will run

meetings and follow up with students, parents, and staff.

Category: School Culture

Research Cited: Research Cited: Morrison, B. E. , 2009-11-03 "Mapping the Development and Impact of Restorative Justice in Schools: On-Line Tools for Schools"

Paper presented at

the annual meeting of the ASC Annual Meeting, Philadelphia Marriott Downtown, Philadelphia, PA <Not Available>. 2013-05-24 from

http://citation.allacademic.com/meta/p380024_index.html

Institute, A. (2008). The anatomy of peace, resolving the heart of conflict. Berrett-Koehler Publishers.

The Sower Center.

Wachtel, T. (1997). Real justice. (1st ed.). Pipersville, PA: The Piper's Press.

Tier: Tier 1

Activity - Peace Circles	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Restorative Circles are used as an intervention involving families for students who are at-risk due to behaviors, to reduce suspensions and lost instructional time, and to increase student accountability for their own actions.	Behavioral Support Program	Tier 1	Implement	09/01/2015	06/16/2017	$65000	Section 31a	School Administrators Restorative Justice Faciliator, Support Staff Teachers

Activity - Restorative Conferences	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Restorative Circles will be used as an intervention involving families for students who are at-risk due to behaviors, to reduce suspensions and lost instructional time, and to increase student accountability for their own actions.	Behavioral Support Program	Tier 1	Implement	09/01/2015	06/16/2017	$0	No Funding Required	School Administrators, Restorative Justice Faciliator, Teaching and Support Staff

Activity - Student Resets	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School wide discipline procedures have been revised to harness the restorative practices energy and to reduce time out of class.	Behavioral Support Program	Tier 1	Implement	09/01/2015	06/16/2017	$1000	General Fund	All Staff

Activity - Responsibility Room	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| When a teach attempt to reset a student's behavior is not successful, teachers may send disruptive students to the Responsibility Room. In that room, students are to reflect on their behavior with a staff member and determine how they will avoid being sent out in the future. Once the plan is made, students are re-entered to class. | Behavioral Support Program | Tier 2 | Monitor | 09/01/2015 | 06/16/2017 | $35000 | Section 31a | Building administrators, Parapros, Teachers |

Activity - Student Advocacy Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Starting next fall, students will be assigned to a staff advocate. Staff will check in on those students at least once per month to see how he/she is doing academically and personally. Staff will communicate with one another to make sure student is supported and has opportunities to be successful. Staff will remain that students' advocate as long as they are a student at RHS.	Behavioral Support Program, Academic Support Program	Tier 1	Getting Ready	09/01/2016	06/15/2017	$0	No Funding Required	All staff.

Activity - Staff and Student training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff and students will have training opportunities made available to them. Training will be provided for staff relating to student relationships and student culture. Students will be invited to a presentation related to success, goal setting, and the importance of being focused and driven. Speakers and materials will be provided.	Behavioral Support Program, Academic Support Program	Tier 1	Getting Ready	03/01/2016	06/16/2017	$5000	Title II Part A	All staff.

Activity - Preventative Discipline Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students that start to show patterns of poor attendance, behavior, and grades will be called in for a PDM. Participants in a PDM will include an administrator, counselor, parent, teacher, student, and RJ facilitator. Participants will discuss the pattern, concerns for the student, and work together to develop a plan to keep the student on the right track.	Parent Involvement, Behavioral Support Program, Academic Support Program	Tier 3	Monitor	09/05/2016	06/16/2017	$0	No Funding Required	RJ Facilitator, Administrators.

Strategy 2:

College and Career Readiness - Students will engage in a series of practice test activities to increase familiarity and comfort with the standardized testing. MAP, SAT, PSAT, Work Keys, M-STEP, and released SAT full length tests and individual test items will be used to provide practice and to generate date to identify areas of weakness.

Category: School Culture

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

Tier: Tier 1

Activity - Close Reading Activity	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will select content specific reading selections that challenge students and engage them in a close reading activity. Students will use the literacy strategies to read for understanding and answer corresponding questions. Students will annotate each selection and identify "Key Parts" based on RHS Close Reading Model.	Direct Instruction	Tier 1	Implement	12/01/2015	06/16/2017	$0	No Funding Required	Most specifically Social Studies, Science, and Elective classes will engage in this activity. Steering Committee, Literacy Coach and English Department will support.

Activity - Career and College Readiness Class	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
RHS offers an elective course to support students with specific skills and content for standardized testing. Students rotate through three subject areas taught by content area experts. The teachers of this course will share specific activities that were effective with staff members.	Implementation, Academic Support Program	Tier 2	Implement	09/01/2015	06/16/2017	$30000	Section 31a	Administration, selected staff.

Activity - PSAT/SAT Suite of Tests	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
9th and 10th graders will take the PSAT in the spring to establish baseline scores and test familiarity. 11th graders will take PSAT in October and identify areas of need to practice independently on Khan Academy as well as with subject area teachers.	Supplemental Materials	Tier 1	Implement	09/01/2015	06/16/2017	$4500	General Fund	Andrea Gabbard, John Czech, Administration.

Activity - College and Michigan Rehabilitative Services Visits	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

All students are able sit in on up to 3 of the many community colleges, universities, armed forces, and trade schools that come to RHS to provide information and recruit. Michigan Rehabilitative Services also visits our "Community Based Instruction" class on Fridays and is invited to all senior IEP's to explain transition services available to them post high school.	Recruitment and Retention	Tier 2	Monitor	09/01/2015	06/16/2017	$0	No Funding Required	Counselors, administrators, and special education staff.

Activity - Job Shadowing and Visitations	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in our vocational classes are invited to participate in Manufacturing Day, which sends students to various job sites within the many different industries. Tech classes, specifically, are frequently visited by various business and tech schools to discuss options and opportunities available to students enrolled in those individual classes.	Community Engagement	Tier 2		09/01/2015	06/16/2017	$0	No Funding Required	Voc. Tech. teachers, administration.

Strategy 3:

Extended Learning Time - Students have access to a variety of extra curricular activities to further their learning in their CTE classes.

Category: Career and Technical Education(CTE)

Research Cited: http://www.nea.org/assets/docs/HE/mf_PB04_ExtendedLearning.pdf

Tier: Tier 2

Activity - D.R.I.V.E Club	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students involved in drafting, woodworking, machine shop, auto tech, and building trades are welcome to attend an after school program to further their interests. D.R.I.V.E. meets twice a week. Students can work on any number of specialty project under the direction of a parent, teacher, or industry professional. Their work gets entered into many local and national competitions. There is an academic component, as well. Students must maintain a "C" average to participate. Tutoring is available to help struggling students meet that requirement.	Career Preparation/Orientation, Community Engagement, Parent Involvement, Technology	Tier 2	Implement	09/01/2015	06/16/2017	$0	No Funding Required	P. Tregembo, M. Komarowski, D. Draper, R. Holmes, D. Crow, M. Blaszkowski, D. Brussow, S. Jordan

Activity - H.E.A.T. Club	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

All students enrolled in our Hospitality Management program are welcome to be a part of H.E.A.T. (Hospitality Epicurean Action Team). Students in H.E.A.T. help to cater a number of community and fundraising events. They also work towards health and safety certifications in addition to entering in local culinary competitions.	Career Preparation /Orientation , Community Engageme nt, Professiona l Learning	Tier 1	Implement	09/01/2015	06/16/2017	$0	No Funding Required	J. Grommons

Goal 5: All students at Roseville High School will be proficient in Science.

Measurable Objective 1:

85% of Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in litereacy and skills in Science by 06/15/2022 as measured by State Assessments.

Strategy 1:

Classroom Instruction That Works (Applies to all content area goals) - Teachers will utilize the CITW model in their planning, instruction, and evaluation.

Category:

Research Cited: http://www.projectcriss.com/pdf_files/23_S03_MARZANO.PDF

The strategies featured in this book were identified through a meta-analysis of instruction conducted by McREL (Marzano, 1998) and presented in the first edition of Classroom Instruction That Works (Marzano, Pickering, & Pollock, 2001). This second edition builds on that research and incorporates findings from a study that clarifies the concepts related to each of the nine categories identified in the first edition (Beesley & Apthorp, 2010), and it uses an analysis of the literature published since the first edition to provide an updated estimate of each strategy's effect on student achievement. We present these effect sizes as part of the discussion of each strategy.1

For the 2010 study, McREL researchers synthesized primary studies for each strategy and calculated a measure of its effects when there were sufficient quantitative data. This approach differs from the original study (Marzano, 1998), which synthesized findings from prior meta-analyses. To update conceptual clarity around each category of strategy, McREL researchers used narrative reviews, qualitative research, and theoretical literature. For details about the study methodology, see the technical report (Beesley & Apthorp, 2010).

Tier:

Activity - Summarizing and Notetaking	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsibl e
During subject area planning Science teachers will create and share DBQ's with department members for use within lessons.	Supplemen tal Materials	Tier 1	Implement	09/01/2015	06/09/2017	$0	No Funding Required	Science teachers.

Activity - Generating and Testing Hypothesis	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
In science classes, students will regularly work in cooperative groups to generate and test hypothesis. Materials for lab activities will be provided so that students may engage in a variety of hands-on experiments. Their work will be evaluated based on their ability to work successfully with their group members and their individual write-ups.	Implementation	Tier 1	Implement	09/01/2015	06/09/2017	$123	General Fund	Science Teachers

Strategy 2:

Extended Learning Time - Science teachers will provide extended opportunities for students to deepen their knowledge of the content.

Category: Science

Research Cited: http://www.nea.org/assets/docs/HE/mf_PB04_ExtendedLearning.pdf

Tier:

Activity - Roseville REST Club	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Roseville High School has implemented a REST (Roseville Engineering, Science, and Technology) club. This club is an after school, extra curricular activity. Students will participate in two competitions where they are asked to submit an entry for an underwater ROV and an RC vehicle.	Extra Curricular, Technology	Tier 3	Implement	09/01/2015	06/09/2017	$0	Other	R. Smitka and B. Allen

Activity - Ocean Bowl/Envirothon	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Roseville High School has an Envirothon and Ocean Bowl club. These teams practice/attend lessons and lectures after school and use their knowledge to compete against other schools. As a part of these clubs, they must engage in group activities to develop plans, solve problems, etc., based on a given topic.	Extra Curricular	Tier 3	Implement	09/01/2015	06/09/2017	$123	General Fund	M. Richendollar and B. Allen

Strategy 3:

Classroom Technology- Student and Teacher Centered - Students in Science classes will utilize technology to deepen their understanding of the concepts and increase engagement.

Category: Science

Research Cited: http://www.edutopia.org/technology-integration-research-learning-outcomes

Tier: Tier 1

Activity - Nearpod Engagement Tool	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students enrolled in AP Biology regularly use the "Nearpod" app and website to access lecture notes and resources. Additionally, students can use this program to show their teacher their level of understanding through use of "Total Participation Techniques" such as drawing pictures, impromptu questioning, and summarizing.	Technology	Tier 1	Implement	09/01/2015	06/09/2017	$0	No Funding Required	R. Smitka

Activity - Google Classroom	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students enrolled in AP Biology regularly use Google Classroom to access materials, assignments, contact their teacher, and collaborate with one another.	Supplemental Materials, Technology	Tier 1	Implement	09/01/2015	06/09/2017	$0	No Funding Required	R. Smitka

Activity - Planetarium	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students enrolled in Astronomy classes attend many lectures and demonstrations in our building's planetarium. Students are able to get visual representations of stars, planets, and other phenomena on a large scale.	Technology	Tier 1	Implement	09/01/2015	06/09/2017	$1000	General Fund	B. Allen

Goal 6: All students at Roseville High School will be proficient in Social Studies.

Measurable Objective 1:

85% of Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency   in Social Studies by 06/15/2022 as measured by State Assessments.

Strategy 1:

Classroom Instruction That Works - Teachers will utilize the CITW model in their planning, instruction, and evaluation.

Category:

Research Cited: http://www.projectcriss.com/pdf_files/23_S03_MARZANO.PDF

The strategies featured in this book were identified through a meta-analysis of instruction conducted by McREL (Marzano, 1998) and presented in the first edition of

Classroom Instruction That Works (Marzano, Pickering, & Pollock, 2001). This second edition builds on that research and incorporates findings from a study that

clarifies the concepts related to each of the nine categories identified in the first edition (Beesley & Apthorp, 2010), and it uses an analysis of the literature published

since the first edition to provide an updated estimate of each strategy's effect on student achievement. We present these effect sizes as part of the discussion of each

strategy.1

For the 2010 study, McREL researchers synthesized primary studies for each strategy and calculated a measure of its effects when there were sufficient quantitative data. This approach differs from the original study (Marzano, 1998), which synthesized findings from prior meta-analyses. To update conceptual clarity around each category of strategy, McREL researchers used narrative reviews, qualitative research, and theoretical literature. For details about the study methodology, see the technical report (Beesley & Apthorp, 2010).

Tier:

Activity - Summarizing and Notetaking	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will consistently work together to create and share materials so that they may use political cartoons, non-linguistic representations, charts, graphs, and maps in their daily instruction and ask students to summarize, infer, and draw conclusions based on what they know and have learned in class.	Materials, Teacher Collaboration	Tier 1	Implement	09/01/2015	06/16/2017	$0	No Funding Required	Social Studies Department.

Activity - Cooperative Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will consistently utilize cooperative groups to dig deeper in to the content. Students will engage in activities that ask them to create, compare, contrast, summarize and/or analyze things like primary resource readings, charts, maps, timelines, current events, etc to show mastery of concepts being taught in class.	Teacher Collaboration, Curriculum Development	Tier 1	Implement	09/01/2015	06/16/2017	$0	No Funding Required	All social studies teachers

Strategy 2:

Classroom Technology- Student and Teacher Centered - Teachers will use technology to engage students in activities that deepen their knowledge of content.

Category: Technology

Research Cited: http://www.edutopia.org/technology-integration-research-learning-outcomes

Tier: Tier 1

Activity - Authentic video footage of time period	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will consistently select and ask student to seek authentic video footage of a time period so that students may have a visual depiction of the content being covered in class. Students will use their knowledge of what they learned in the video clip to draw conclusions, compare/contrast, and summarize.	Technology	Tier 1	Implement	09/01/2015	06/16/2017	$0	No Funding Required	All social studies teachers.

Strategy 3:

Community Involvement - All social studies teachers will facilitate global awareness through use of current events and speakers.

Category: Social Studies

Research Cited: http://www.edutopia.org/blog/community-parent-involvement-essential-anne-obrien

Tier: Tier 1

Activity - Current Events	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Once a week (or more if necessary), students are asked to find a current event that is of interest to them. Students must bring a copy of the article or cite the source they found it from. Students are expected to summarize the event and give their personal opinion of the event. Students are asked to share what they found, which often leads to larger class discussions/debates on the topic.	Community Engagement	Tier 1	Monitor	09/01/2015	06/16/2017	$0	No Funding Required	All social studies staff.

Activity - Content Related Speakers	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
After the Vietnam era was discussed in U.S. History classes, a speaker came in to share his experiences with our students. Prior to the visit, students were to generate questions for him regarding what they learned and wanted to get clarification on. After the visit, students discussed what they learned and summarized their knowledge in a writing assignment. We will continue to seek speakers for future topics in our social studies courses.	Community Engagement	Tier 1	Implement	09/01/2015	06/16/2017	$0	No Funding Required	D. Blackmer and Social Studies staff.

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Math Warm-ups	Math teachers will give SAT/MME type questions twice a week within the classroom and then they will go over each question and how it is attacked.	Direct Instruction	Tier 1	Implement	09/01/2015	06/09/2017	$2000	Math Teachers Crow Gabbard
PSAT/SAT Suite of Tests	9th and 10th graders will take the PSAT in the spring to establish baseline scores and test familiarity. 11th graders will take PSAT in October and identify areas of need to practice independently on Khan Academy as well as with subject area teachers.	Supplemental Materials	Tier 1	Implement	09/01/2015	06/16/2017	$4500	Andrea Gabbard, John Czech, Administration.
Stakeholder CITW Orientation	Parents and students will be informed regarding the adoption of CITW in order to promote awareness and buy-in. Information will be shared in parent meetings (boosters, band sponsors, etc.), school newsletter, and website.	Community Engagement	Tier 1	Implement	09/05/2016	06/09/2017	$1000	Hedemark SIP/Steering Laforest Joe Genest
Generating and Testing Hypothesis	In science classes, students will regularly work in cooperative groups to generate and test hypothesis. Materials for lab activities will be provided so that students may engage in a variety of hands-on experiments. Their work will be evaluated based on their ability to work successfully with their group members and their individual write-ups.	Implementation	Tier 1	Implement	09/01/2015	06/09/2017	$123	Science Teachers
Student Monitoring	Teachers will routinely monitor students for the desired effects of the strategies they are using in their classes. They will use their observations, student "hold ups" (white boards, thumbs up/down, True/False cards, etc) to determine student understanding of the content, and use that data to drive how they cater to each class and individual students when deciding how to proceed with content, plan lessons, etc.	Behavioral Support Program, Academic Support Program	Tier 2	Implement	09/01/2015	06/16/2017	$100	All teachers.
Instruction and pratice with Graphing Calculators	Math instructors will use class sets of graphing calculators with all classes to train students in Ti-84 or a similar tool. All teachers now have a classroom set and are using them on daily basis.	Technology	Tier 1	Implement	09/01/2015	06/09/2017	$10000	All Math Teachers

Collections Curriculum for 9th and 10th Grade English Classes	RHS has adopted a new 9th grade English curriculum. This curriculum is standards based and utilizes student centered technology (Chromebooks) to engage students in the content. Collections utilizes a blended digital and print approach, a balance of complex texts with collections of fiction, nonfiction, and informational, and deeper learning through enhanced collaboration with interactive digital tools. - See more at: http://www.hmhco.com/shop/education-curriculum/literature-and-language-arts/literature/collections#sthash.pfJtjW7v.dpuf	Technology	Tier 1	Getting Ready	10/01/2015	06/09/2017	$0	Central administration, building administration, and English teaching staff.
Ocean Bowl/Envirothon	Roseville High School has an Envirothon and Ocean Bowl club. These teams practice/attend lessons and lectures after school and use their knowledge to compete against other schools. As a part of these clubs, they must engage in group activities to develop plans, solve problems, etc., based on a given topic.	Extra Curricular	Tier 3	Implement	09/01/2015	06/09/2017	$123	M. Richendollar and B. Allen
Planetarium	Students enrolled in Astronomy classes attend many lectures and demonstrations in our building's planetarium. Students are able to get visual representations of stars, planets, and other phenomena on a large scale.	Technology	Tier 1	Implement	09/01/2015	06/09/2017	$1000	B. Allen
Student Resets	School wide discipline procedures have been revised to harness the restorative practices energy and to reduce time out of class.	Behavioral Support Program	Tier 1	Implement	09/01/2015	06/16/2017	$1000	All Staff
Use of Chromebooks	Chromebooks have been purchased for as a part of the the Collections curriculum and reading enrichment class. Students will use the Chromebooks to differentiate instruction and access online learning portals/resources for their classes.	Curriculum Development, Technology	Tier 1		09/01/2015	06/09/2017	$0	Building administration, S. Kosinski, and English teachers.

Other

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Roseville REST Club	Roseville High School has implemented a REST (Roseville Engineering, Science, and Technology) club. This club is an after school, extra curricular activity. Students will participate in two competitions where they are asked to submit an entry for an underwater ROV and an RC vehicle.	Extra Curricular, Technology	Tier 3	Implement	09/01/2015	06/09/2017	$0	R. Smitka and B. Allen

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
H.E.A.T. Club	All students enrolled in our Hospitality Management program are welcome to be a part of H.E.A.T. (Hospitality Epicurean Action Team). Students in H.E.A.T. help to cater a number of community and fundraising events. They also work towards health and safety certifications in addition to entering in local culinary competitions.	Career Preparation /Orientation , Community Engageme nt, Professiona l Learning	Tier 1	Implement	09/01/2015	06/16/2017	$0	J. Grommons
Authentic video footage of time period	Teachers will consistently select and ask student to seek authentic video footage of a time period so that students may have a visual depiction of the content being covered in class. Students will use their knowledge of what they learned in the video clip to draw conclusions, compare/contrast, and summarize.	Technology	Tier 1	Implement	09/01/2015	06/16/2017	$0	All social studies teachers.
Current Events	Once a week (or more if necessary), students are asked to find a current event that is of interest to them. Students must bring a copy of the article or cite the source they found it from. Students are expected to summarize the event and give their personal opinion of the event. Students are asked to share what they found, which often leads to larger class discussions/debates on the topic.	Community Engageme nt	Tier 1	Monitor	09/01/2015	06/16/2017	$0	All social studies staff.
Monitoring Implementation	Principals will monitor the implementation of the instructional strategies through walk throughs and lesson plan checks.	Monitor, Walkthroug h	Tier 1	Monitor	09/05/2016	06/09/2017	$0	Principals and Steering Committee
Close Reading Activity	All teachers will select content specific reading selections that challenge students and engage them in a close reading activity. Students will use the literacy strategies to read for understanding and answer corresponding questions. Students will annotate each selection and identify "Key Parts" based on RHS Close Reading Model.	Direct Instruction	Tier 1	Implement	12/01/2015	06/16/2017	$0	Most specifically Social Studies, Science, and Elective classes will engage in this activity. Steering Committee, Literacy Coach and English Department will support.

Cooperative Learning	Teachers will consistently utilize cooperative groups to dig deeper in to the content. Students will engage in activities that ask them to create, compare, contrast, summarize and/or analyze things like primary resource readings, charts, maps, timelines, current events, etc to show mastery of concepts being taught in class.	Teacher Collaboration, Curriculum Development	Tier 1	Implement	09/01/2015	06/16/2017	$0	All social studies teachers
College and Michigan Rehabilitative Services Visits	All students are able sit in on up to 3 of the many community colleges, universities, armed forces, and trade schools that come to RHS to provide information and recruit. Michigan Rehabilitative Services also visits our "Community Based Instruction" class on Fridays and is invited to all senior IEP's to explain transition services available to them post high school.	Recruitment and Retention	Tier 2	Monitor	09/01/2015	06/16/2017	$0	Counselors, administrators, and special education staff.
Google Classroom	Students enrolled in AP Biology regularly use Google Classroom to access materials, assignments, contact their teacher, and collaborate with one another.	Supplemental Materials, Technology	Tier 1	Implement	09/01/2015	06/09/2017	$0	R. Smitka
Content Related Speakers	After the Vietnam era was discussed in U.S. History classes, a speaker came in to share his experiences with our students. Prior to the visit, students were to generate questions for him regarding what they learned and wanted to get clarification on. After the visit, students discussed what they learned and summarized their knowledge in a writing assignment. We will continue to seek speakers for future topics in our social studies courses.	Community Engagement	Tier 1	Implement	09/01/2015	06/16/2017	$0	D. Blackmer and Social Studies staff.
Passages Involving Graphs & Charts	Once per week, Science and Social Studies will have students access and apply data based evidence from charts and graphs in class assignments.	Direct Instruction	Tier 1	Implement	09/07/2015	06/09/2017	$0	Social Studies and Science teachers, Scheff, Trembath, Czech
ELL Advocacy	A staff member will be identified to support ELL students by checking in on a regular basis and identifying appropriate forms of support to meet their individual needs.	Behavioral Support Program, Academic Support Program	Tier 3	Getting Ready	12/01/2015	06/09/2017	$0	Building administration, selected staff member(s).
Reinforcement of "The Big 3" literacy strategies	All staff members will model and promote these activities to enhance understanding of various content specific texts and non-linguistics: Think Aloud, Reading Minute, and Talking to the Text. Strategies will be identified in lesson plans.	Supplemental Materials, Academic Support Program	Tier 1	Monitor	09/05/2016	06/09/2017	$0	Teaching Staff, administrators.

Restorative Conferences	Restorative Circles will be used as an intervention involving families for students who are at-risk due to behaviors, to reduce suspensions and lost instructional time, and to increase student accountability for their own actions.	Behavioral Support Program	Tier 1	Implement	09/01/2015	06/16/2017	$0	School Administrators, Restorative Justice Faciliator, Teaching and Support Staff
Preventative Discipline Meetings	Students that start to show patterns of poor attendance, behavior, and grades will be called in for a PDM. Participants in a PDM will include an administrator, counselor, parent, teacher, student, and RJ facilitator. Participants will discuss the pattern, concerns for the student, and work together to develop a plan to keep the student on the right track.	Parent Involvement, Behavioral Support Program, Academic Support Program	Tier 3	Monitor	09/05/2016	06/16/2017	$0	RJ Facilitator, Administrators.
Nearpod Engagement Tool	Students enrolled in AP Biology regularly use the "Nearpod" app and website to access lecture notes and resources. Additionally, students can use this program to show their teacher their level of understanding through use of "Total Participation Techniques" such as drawing pictures, impromptu questioning, and summarizing.	Technology	Tier 1	Implement	09/01/2015	06/09/2017	$0	R. Smitka
Student Advocacy Program	Starting next fall, students will be assigned to a staff advocate. Staff will check in on those students at least once per month to see how he/she is doing academically and personally. Staff will communicate with one another to make sure student is supported and has opportunities to be successful. Staff will remain that students' advocate as long as they are a student at RHS.	Behavioral Support Program, Academic Support Program	Tier 1	Getting Ready	09/01/2016	06/15/2017	$0	All staff.
Summarizing and Notetaking	During subject area planning Science teachers will create and share DBQ's with department members for use within lessons.	Supplemental Materials	Tier 1	Implement	09/01/2015	06/09/2017	$0	Science teachers.
D.R.I.V.E Club	All students involved in drafting, woodworking, machine shop, auto tech, and building trades are welcome to attend an after school program to further their interests. D.R.I.V.E. meets twice a week. Students can work on any number of specialty project under the direction of a parent, teacher, or industry professional. Their work gets entered into many local and national competitions. There is an academic component, as well. Students must maintain a "C" average to participate. Tutoring is available to help struggling students meet that requirement.	Career Preparation/Orientation, Community Engagement, Parent Involvement, Technology	Tier 2	Implement	09/01/2015	06/16/2017	$0	P. Tregembo, M. Komarowski, D. Draper, R. Holmes, D. Crow, M. Blaszkowski, D. Brussow, S. Jordan

Summarizing and Notetaking	Teachers will consistently work together to create and share materials so that they may use political cartoons, non-linguistic representations, charts, graphs, and maps in their daily instruction and ask students to summarize, infer, and draw conclusions based on what they know and have learned in class.	Materials, Teacher Collaboration	Tier 1	Implement	09/01/2015	06/16/2017	$0	Social Studies Department.
Job Shadowing and Visitations	Students in our vocational classes are invited to participate in Manufacturing Day, which sends students to various job sites within the many different industries. Tech classes, specifically, are frequently visited by various business and tech schools to discuss options and opportunities available to students enrolled in those individual classes.	Community Engagement	Tier 2		09/01/2015	06/16/2017	$0	Voc. Tech. teachers, administration.
Argumentative Analysis Essay	Teachers will instruct students with a close read on an argumentative passage. Students will then organize their annotations into a graphic organizer. Finally, they will take that information and complete a 4-5 paragraph argumentative essay. Teachers will evaluate the essay based on a common scale. That data will be analyzed and used to frame future, student and class specific, writing activities.	Direct Instruction	Tier 1	Implement	09/01/2015	06/16/2017	$0	J. Trembath, all English teachers.
Vocabulary in Context	Staff will be provided resources to assist in implementing Marzano's 6 step process for Teaching Academic Vocabulary.	Supplemental Materials	Tier 1	Getting Ready	09/05/2016	06/16/2017	$0	All staff, SIP committee
Document Cameras and Projectors	Teachers use document cameras and projectors on a daily basis to model processes for problem solving and to increase student engagement. Teachers continuously provide students with guided practice and model procedural and conceptual problem solving steps.	Technology	Tier 1	Monitor	09/01/2015	06/09/2017	$0	All teachers.
Identifying Similarities and Differences	Teachers regularly engage students in cooperative groups in which they are asked to classify and identify similarities and differences within a given unit.	Curriculum Development	Tier 1	Monitor	09/01/2015	06/09/2017	$0	All teachers.

Section 31a

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

Google Classroom	Students enrolled in reading enrichment classes have access to Chromebooks and utilize google classroom to engage in activities provided by the teacher. They use the technology to access information and materials and complete assignments through a virtual classroom environment. They are also able to seek help from their teacher and receive authentic, immediate, feedback on their work so that they may understand what is strong and what needs work.	Technology, Academic Support Program	Tier 3	Implement	09/01/2015	06/16/2017	$123	S. Kosinski
AIM (Academic Intervention Mentoring)	Students will have access to AIM tutoring after school. Teachers, paraprofessionals, and honor students are available to help students with homework and tests. Students may use AIM as an opportunity to make up summative and formative assessments while in AIM. In addition to staff, students are provided with access to laptop computers, a snack, and transportation home.	Behavioral Support Program, Academic Support Program	Tier 3	Implement	09/01/2015	06/09/2017	$22000	Gary Scheff, teachers, parapros.
PSAT/SAT Suite of Tests	9th and 10th graders will take the PSAT in the spring to establish baseline scores and test familiarity. 11th graders will take the PSAT in October and identify areas of need to practice independently on Khan Academy as well as with subject area teachers.	Supplemental Materials	Tier 1	Implement	09/01/2015	06/09/2017	$6500	Gabbard, Czech, Administration
Career and College Readiness Class	RHS offers an elective course to support students with specific skills and content for standardized testing. Students rotate through three subject areas taught by content area experts. The teachers of this course will share specific activities that were effective with staff members.	Implementation, Academic Support Program	Tier 2	Implement	09/01/2015	06/16/2017	$30000	Administration, selected staff.
Responsibility Room	When a teach attempt to reset a student's behavior is not successful, teachers may send disruptive students to the Responsibility Room. In that room, students are to reflect on their behavior with a staff member and determine how they will avoid being sent out in the future. Once the plan is made, students are re-entered to class.	Behavioral Support Program	Tier 2	Monitor	09/01/2015	06/16/2017	$35000	Building administrators, Parapros, Teachers
Peace Circles	Restorative Circles are used as an intervention involving families for students who are at-risk due to behaviors, to reduce suspensions and lost instructional time, and to increase student accountability for their own actions.	Behavioral Support Program	Tier 1	Implement	09/01/2015	06/16/2017	$65000	School Administrators Restorative Justice Faciliator, Support Staff Teachers

Reading Enrichment Classes	Students are tested and identified for remedial reading support in both decoding and comprehension. Teachers will use researched based strategies to promote reading accuracy (decoding), fluency, and for comprehension skills of students who are reading significantly below their grade level. Students will be identified through Middle School Aims-Web and NWEA screening tests and further diagnostic tests provided by literacy coach and English Department staff. Students will be assigned to a support class for 1-3 terms depending on deficits.	Academic Support Program	Tier 3	Implement	09/01/2015	06/09/2017	$60000	Joanne Trembath and Sue Kosinski
Career and College Readiness Class	RHS offers an elective course to support students with speific skills and content for standardized testing. Students rotate through three subject areas taught by content area experts. The teachers of this course will share specific activities that are effective with all staff.	Academic Support Program	Tier 2	Implement	09/01/2015	06/09/2017	$30000	Administration, section teachers.
Math Coaches/Lab	Students who are identified as high risk will have access to math coaches to help with small group instruction and re-teaching concepts. In classrooms where math coaches are not present, students are able to go to our Math Lab to get one-on-one support for formative and summative assignments.	Academic Support Program	Tier 3	Implement	09/01/2015	06/09/2017	$54000	Math coaches, math teachers, Dan Crow.
Math Support Class	Students are enrolled in a double dose of math to assist in successfully completing required math courses. Additional support beyond a traditional class period with one staff member is necessary to increase student achievement. Teachers will NWEA results as well as student grades and hand place students into the math enrichment classes.	Academic Support Program	Tier 2	Monitor	09/08/2015	06/09/2017	$25000	Crow, Skidmore Math Dept.
IXL.com	Students in special education math courses and our remedial math class engage in activities on IXL.com at least once per week to evaluate their level of understanding and reinforce concepts covered in class. This program provides feedback to teachers and students regarding their strengths and areas of concern.	Technology	Tier 3		09/01/2015	06/09/2017	$1500	A. Gabbard, C. LaFeve, L. Bond

Title II Part A

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

Literacy Support Training	Curriculum development time for S. Kosinski and J. Trembath as a part of the MISD Literacy Network	Professional Learning	Tier 3	Implement	09/01/2015	06/09/2017	$4000	M. Gabriel, S. Kosinski, J. Trembath
Professional Development in CITW and Literacy Strategies	Entire staff will continue to focus on CITW strategies as a main topic for professional learning. New staff will be sent to full CITW training. CITW leaders may be sent for more specific training. Staff experts in each area will share and assist with other staff.	Professional Learning	Tier 1	Monitor	09/05/2016	06/16/2017	$4000	RHS Administration Teachers Identified as proficient based on feedback and sharing
Teacher Collaboration for Course and Assessment Development	During our late start, professional development time, staff will engage in a process outlined by administrators to complete the following over three years: Year One - Updated End of Course SIP supporting, standards based, Common Finals (core areas) /SIP supporting, standards based, project (elective). Year Two- Common Unit Summatives/Common Scales for all areas. Year Three - Reflection work based on student achievement data for each unit.	Teacher Collaboration, Curriculum Development, Professional Learning	Tier 1	Implement	09/01/2015	06/18/2018	$3000	All administration and teaching staff.
Collections PD (Staff Training)	Staff will be thoroughly trained in the Collections curriculum to promote effective implementation.	Professional Learning	Tier 1		09/01/2015	06/09/2017	$2000	Central administration, building administration, English teaching staff.
Staff and Student training	Staff and students will have training opportunities made available to them. Training will be provided for staff relating to student relationships and student culture. Students will be invited to a presentation related to success, goal setting, and the importance of being focused and driven. Speakers and materials will be provided.	Behavioral Support Program, Academic Support Program	Tier 1	Getting Ready	03/01/2016	06/16/2017	$5000	All staff.