



# **School Improvement Plan**

Richmond Community High School

Richmond Community Schools

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## **Introduction**

The SIP is a planning tool designed to address student achievement and system needs identified through the school's comprehensive needs assessment (CNA). Additionally, the SIP provides a method for schools to address the school improvement planning requirements of Public Act 25 of the Revised School Code and the Elementary and Secondary Education Act (ESEA) as applicable.

# **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?**

The Richmond Community School District is located in northeast Macomb County on M-19 between I-69 and I-94 at 32 Mile Road. Richmond serves as a regional hub, servicing a primary center of commerce centered between Port Huron and Mt. Clemens. Business composition is well diversified. The city provides three shopping districts. The rural setting leaves residents with a hometown atmosphere while never lacking the benefit of modern conveniences.

The school district serves the City of Richmond and surrounding area. The school population of 600 is equally divided between those living in the city and those living in the outlying townships of Columbus, Lenox, Casco, and Richmond. The middle-class, blue-collar residents are 99% white. Some residents are employed in local businesses, but most commute to jobs in the Detroit Metropolitan area.

Public education is offered to the high school in grades 9-12. Students are taught by teachers from a variety of backgrounds in education. For example, one teacher has a doctorate degree, and 23 teachers have master's degrees in areas ranging from content area, technology, administration, and special education. Richmond High School is located in a close-knit community, where parents, students, and teachers work together to ensure academic success.

## **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.**

### **Purpose**

Richmond High School's purpose is to provide education for every student, regardless of individual needs and abilities.

### **Vision Statement**

Through positive encouragement and self-motivation, while using the skills they have acquired, all Richmond High School students graduate with knowledge and confidence to assure success in the global community.

### **Mission Statement**

Richmond High School is dedicated to instituting high standards, teaching students through dynamic instruction, and incorporating the latest technological advances.

### **Beliefs Statement**

We believe our students are hard working and creative.

We believe our students are brutally honest, yet have a strong sense of community.

We believe, even though we are a small community, that our students are resourceful, tech savvy, motivated, and involved young adults who have great potential.

Richmond High School has tried to reach every student by offering AP classes, vocational programs, dual enrollment opportunities, blended learning classes, a variety of electives in both our building and outside of the district, and rigorous core academic classes. Richmond High School meets the learning needs of all students through effective instructional practices, a variety of support classes, testing preparation classes, Positive Behavior Interventions and Supports, and Multi-Tiered Systems of Support.



## **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.**

### **Notable Achievements**

Richmond High School started a Multi-Tiered System of Support to assist all students.

Richmond High School is the first school in northern Macomb County to offer blended learning opportunities.

Richmond High School's writing scores have consistently improved on state standardized tests.

Richmond High School's robotics team went to Nationals in its first year of competition and once again qualified in its second year of competition.

Richmond High School's renowned art program has won national awards in drawing, photography, and other mediums.

Richmond High School's choir program competes successfully at the state level.

Richmond High School's band program competes successfully at the state level.

Richmond High School has state qualifiers in DECA.

### **Areas for Improvement**

Raising the school's math scores on state standardized tests is a focus for the next three years.

Adding more vocational programs is a key part of our growth.

Adding more AP courses to meet the needs of our advanced students is a goal.

Including Positive Behavioral Interventions and Supports for all tiers of students.

## **Additional Information**

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

The staff of Richmond High School is very caring and dedicated to their students and the community. In Macomb County, Richmond High School has the most State Championship titles in athletics.

# **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.**

Stakeholders include administrators, teachers, students, parents, and community members. All stakeholders are given a survey created by EdYes to provide information on our school. All teachers and administrators are invited to attend all school improvement meetings, which are held after school at a time determined by quick surveys. These surveys are distributed via email and posted on the school website. Work on school improvement also takes place at staff meetings and PLC time. Parents, community members, and students are invited to the after-school meetings; they are selected through a volunteer process. Teachers are responsible for determining with their departments how to meet each of the school improvement goals. Administrators are responsible for providing training and help as needed. Parents and students are responsible for reflecting on how the school improvement plan is or is not working for them. Community members help mainly with the relationships the school has with local businesses and organizations; these businesses and organizations help work toward the goals.

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

Administrators--Provide help and support in making sure the plan is implemented. Attend all meetings and participate in analyzing the data involved in coming up with the goals and objectives.

School Improvement Team Chairs--Attend all meetings and provide agendas and minutes for those meetings. Responsible for putting together the plan for the state and gathering data from all other groups.

Teachers--Responsible for gathering data and attending trainings to help put together goals, objectives, and strategies. At least one representative from each department attends meetings to share how their department is working toward the school improvement plan.

Parents, Students, and Community members--Attend after-school meetings to provide input on how the plan is working. Provide support for the plan through various methods.

**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 posted on the school website. Teachers and administrators are updated on the plan progress at all staff meetings and PLC meetings by the School Improvement Chairs and Principal. Parents, community members, and students are updated on the plan progress through the Principal's page on the school website. Updates occur monthly.

# **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?**

Student enrollment data has been decreasing and will continue to decrease. This means that some cuts have been made to staffing and the money available in the budget has decreased. Class sizes have increased, which has put an additional strain on all parties. We have been unable to provide some classes, programs, and services that we would like to provide.

### **Student Demographic Data**

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

In the past three years, our student attendance has stayed around 85%, according to MiSchoolData. However, by pulling data from PowerSchool, it appears that our attendance rate is closer to 95%. This has kept our building challenges at a minimum. Teachers are somewhat challenged in helping the few chronically absent students reach the same level of growth in the classroom as the students who have good attendance.

### **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?**

Our discipline referrals have gone down over the past three years. We still have some challenges with chronically disruptive students and transient students. Our main disciplinary issue revolves around those students who are consistently insubordinate.

### **Student Demographic Data**

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

Enrollment: We would like to offer more vocational programs, AP classes, and support services to encourage families to come to Richmond High School. We are currently using social media to promote the great things happening in our school.

Attendance and Discipline: We will be implementing PBIS for all tiers of students during the 2015-16 school year. We believe this will address our chronically absent, insubordinate, and disruptive students.

### **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 two administrators have "opposite ends" of the administrative experience level; this helps student achievement because they bring both experience and new attitudes to the staff and students. Our principal brings 30 years of experience and expertise in guiding students. Our assistant principal brings 2 years of administrative experience and relates well to our high school students. Both leaders participate and lead staff development and constantly bring new ideas from the state and county to improve the school.

**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?**

The majority of our staff has taught 9-15 years, which means that they are neither inexperienced nor so set in their ways that they will refuse to change. Many staff members were hired at the same time, which can have both good and bad effects on student achievement. It can help student achievement because the staff is used to each other and has worked together and grown together. It can hurt student achievement because without fresh teachers and new ideas, teaching can become stagnant. We have a core group of staff who really cares about our kids, no matter how many years they have been in the profession. This helps student achievement.

**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?**

While our administrators are often out of the building due to professional learning, this has little to no negative effect on student achievement. They are able to bring back knowledge that positively affects student achievement, as they then train the teachers in the best strategies and methods to use. (Since we are a small school, many people perform multiple jobs. For example, our principal is also our CTE director and participates in FSI. This is just one example of a leader who has multiple roles in the building.)

**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?**

When teachers are absent quite a bit, it can negatively affect student achievement if students are not prepared and do not have good lesson plans left for the substitutes. Teachers who adequately prepare for their absences normally do not seem to have the same problems with student achievement. Absences due to professional development can positively impact student achievement if teachers bring their own learning back into the classroom.

**Teacher/School Leader(s) Demographic Data**

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

We will continue to encourage teachers to properly prepare their students for teacher absences; as the staff is trained in PBIS, this will help to put some positive supports in place to address those students who are affected the most by teacher absences. (The chronically absent and disruptive students are generally those most negatively affected by teacher absences.)

We will continue to train teachers in CITW, McRel, and technology. This will assist in preparing teachers to use the best methods in their classrooms. The district continues to encourage teachers and administrators to obtain professional development that they can bring back to their buildings.

## **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?**

Strand I stands out as a strength because the school really does focus on highly effective teaching and learning for all students. Our curriculum is aligned, taught effectively, and uses multiple assessments to monitor student learning. The learning environment is positive, with many students taking charge of their own education. There is a high degree of shared understanding about the school and its culture between the administrators, teachers, and students. We are using more and more data to show the fidelity of implementation.

Standard 2, Instruction, is sustained implementation for all indicators, as is Standard 3, Assessment. Standard 9, Communication, is also sustained for all indicators.

### **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 6, Organizational Management, stands out as an area of concern. Within this standard, Indicator R, Resource Allocation, is a huge challenge. We are unable to offer Tier 3 programs for our students because of a lack of funding. This is our only area that is only "partially" implemented.

Some other areas of concern include involving the students in assessment and decision making.

### **12. How might these challenges impact student achievement?**

The challenges that are presented by a lack of resources mean that many of our staff members use their own time before and after school to assist struggling students. We are unable to have a formal process in place for many supports we would like to offer our students, but the dedicated staff makes very valid and effective attempts to do what they can to boost student achievement. We have been able to do some work through MTSS and will continue doing work through PBIS.

### **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.**

Our school improvement has undergone many improvements in the past few years, and as we are now obligated to have goals in five core areas, we feel that the plan effectively helps to boost student achievement. Unfortunately, as in many schools, there is not much we can do within the plan to address resource allocations. We can continue to review and assess the plan to make the best use of the resources we do have. We can also encourage students and their parents to give ideas to the school improvement team at our monthly meetings.

**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?**

Each student is assigned a caseload teacher, who is responsible for communicating with all staff involved in that student's education. These caseload teachers ensure that each individual's needs are met.

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

Some classes are offered before or after school for credit. For example, Michigan Virtual High School, Chorale, AIS, and e2020 are offered. We also offer before and after school tutoring for any student interested. Students involved in the theater program have opportunities to continue their learning through summer theater. We provide the opportunity to attend summer college classes at Macomb Community College; we also have some students attend specific vocational camps throughout the summer at Macomb Community College.

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

We have used at-risk criteria to identify students needing support services. This criteria comes from the federal grant. Our main criteria is low socio-economic status and below grade level in a core area. Students enroll for before and after school programs with their counselors for both enrichment and support classes. These opportunities are published in our course catalog. We put them into our announcements, bi-weekly counseling email updates to parents, social media outlets, and our district webpage.

**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?**

We are in the process of using Atlas to align our curriculum to the Common Core State Standards. Our Classroom Snapshots are required to have the standards in place. Data Director assessments (common assessments) have the standards aligned.

**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**

Reading has always been our strongest area on the MME, with the exception of 2012-2013. We made a huge jump in reading scores last year, and 66% of our students were proficient in reading on the MME. According to our NWEA data, our students are strongest in vocabulary acquisition and use. They read both informational and literary text at an above-average rate.

### **19b. Reading- Challenges**

While our MME data has shown a growth in reading, our ACT data shows that only 37.5% of our students are proficient in reading and this score has dropped from the 2012-13 school year. NWEA scores indicate that our freshmen struggle more in reading than our other grade levels. On average, they are two grade levels below in all areas of reading.

### **19c. Reading- Trends**

According to the MME, our reading scores have improved. According to the ACT, reading scores have not improved. According to NWEA data, we improved in every grade from 2013-14 to 2014-15.

### **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.**

In our School Improvement Plan, we do have tiered levels of support for reading. Tier 1 students are instructed using methods from CITW, are given reading across the curriculum through articles of the month, and are instructed in reading according to the Common Core. Tier 2 students receive differentiated instruction that is based, in part, on their NWEA scores. Tier 3 students are placed into a Corrective Reading class to help improve their reading scores.

#### **20a. Writing- Strengths**

Our MME writing scores improved and 59% of our students were proficient in writing in 2013-14. Our ACT English scores also improved and 63.8% of our students were proficient in English in 2013-14. On the NWEA tests, the writing section indicates that students in all grades improved from 2013-14 to 2014-15.

#### **20b. Writing- Challenges**

We have shown tremendous growth over the years in writing, and our biggest challenge is to continue to grow.

#### **20c. Writing- Trends**

On all tests--NWEA, ACT, MME--writing is the only area in which we show consistent growth. In fact, on the MME, we show a 20% growth rate over the past four years.

#### **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 instructional methods are working, as shown by our consistent growth. We need to make sure that new teachers are trained in the writing methods we use in all tiers.

#### **21a. Math- Strengths**

Both ACT and MME proficiency have increased. However, this is still a big area of concern. On the NWEA tests, it shows that statistics and probability is our strongest area.

#### **21b. Math- Challenges**

Our math proficiency scores are quite low. The NWEA data shows that we need to focus more on real and complex numbers and geometry.

#### **21c. Math- Trends**

Trends show that we increase and decrease in all areas of math, but there is a small growth overall.

#### **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.**

At the Tier 1 level, teachers in all subject areas perform weekly math warm-ups. The administrators check for fidelity through classroom snapshots and observations. Teachers use NWEA data to differentiate instruction for our Tier 2 students. We will be adding a math support class for our Tier 3 students.

#### **22a. Science- Strengths**

On the both the MME and ACT, the science scores improved. However, we are still below 40% proficiency on both tests.

#### **22b. Science- Challenges**

We are below 40% proficiency in both the ACT and MME science scores.

#### **22c. Science- Trends**

Our science trends are up and down in both the ACT and MME. However, on both tests, we made a large improvement from 2012-13 to 2013-14.

#### **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.**

Our science curriculum is undergoing massive changes. Our students currently learn earth science in 9th grade, biology in 10th grade, and chemistry or physics in 11th grade. This will continue in 2015-16 as we transition to the new national science standards. We are looking at transitioning to physical science taught in 9th grade, which we are currently missing. This should help raise the scores. Biology will still be taught in 10th grade and chemistry in 11th grade.

#### **23a. Social Studies- Strengths**

Social studies scores have made a tremendous overall increase on the MME.

#### **23b. Social Studies- Challenges**

With a lack of testing on both the state and local level for this subject, it is difficult to identify and address the challenges.

#### **23c. Social Studies- Trends**



The MME data shows that there is not a reliable trend to follow.

#### **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 has been vertically and horizontally aligning their curriculum in Atlas. This will assist teachers in identifying areas of concern. Tier 2 and 3 students are assisted by co-teachers in the social studies classes. With the inclusion of a social studies goal in the school improvement plan, all subjects are now including topics such as graphs, maps, charts, and pictographs in their curriculum to assist in raising social studies scores.

## **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?**

Students are happy that teachers clearly explain their learning and behavior expectations. Students like the fact that multiple assessments are given to assess their understanding and that teachers and administrators have high expectations of them. Students are provided with challenging curriculum and learning experiences through a variety of activities and teaching methods. They believe that services and counseling are available to help them achieve success. In addition, students can participate in activities that interest them.

### **24b. Student Perception Data**

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

Students feel that there is a lack of respect for each other and for their property. Students do not feel that they help each other very much. Some students also feel that there is a lack of respect for adults in the school. Some students do not feel that the school does a good job of preparing them to face their future. This may be due, in part, because many students do not feel that teachers change their teaching to meet the student needs. Students do not feel that they have much of a voice in improving the school.

### **24c. Student Perception Data**

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

We have educated our staff in the PBIS program, which we will be implementing in the 2015-16 school year. Through PBIS, students will learn to place a greater value on positive relationships. Respect will then hopefully increase in all areas of their lives.

### **25a. Parent/Guardian Perception Data**

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

Parents believe that teachers and administrators have high expectations for the students, of which the students are aware. Multiple assessments are given to assess student learning. They believe that the school's purpose is focused on student success. The parents believe that the teachers help parents to understand their children's progress. Parents feel that their children have at least one adult advocate in the school. Parents believe that students have access to support services to assist as needed. Parents also believe that students have access to activities that interest them.

**25b. Parent/Guardian Perception Data**

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

Parents are unhappy with the access that students have to adequate technology. Parents wonder if connections are being made between what is taught and everyday life. Parents would like to see more individualized instruction.

**25c. Parent/Guardian Perception Data**

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

Next year, the district will implement one-to-one technology through a bond that was passed last year. This technology will provide all students with access to software and devices that will assist in their learning. This will help teachers to better individualize instruction and reach more students at their own levels.

**26a. Teacher/Staff Perception Data**

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

Teachers feel that the school's purpose statement is clearly focused on student success. The school improvement process is based on data, goals, actions, and measures for growth. The school leaders are involved in the success of both teachers and students and hold all staff responsible for student learning and regularly evaluate staff members. Teachers adjust curriculum based on both data and student needs. Instruction is strong, and teachers use consistent common grading and reporting policies. Collaboration both in and out of the classroom is valued, and this extends to the peer coaching amongst staff. Professional development is valued by all.

**26b. Teacher/Staff Perception Data**

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

Many recent changes have occurred at the Board Office. This has led to numerous changes in leadership styles, and it has taken staff some time to adjust. The staff also pointed out that there is not much of a formal process in place for reviewing the purpose statement.

**26c. Teacher/Staff Perception Data**

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

During September professional development, we will review the school improvement plan. We will review and revise our school purpose to better meet the needs of our students.

**27a. Stakeholder/Community Perception Data**

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

The community believes that we use data to improve teaching and learning, and they also believe that the school is a safe place to learn. They are happy with the technology that is available for use, and they believe that quality staff members are employed. Like students, parents, and staff, the community feels that multiple assessments are used to measure student progress.

**27b. Stakeholder/Community Perception Data**

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

The highest level of dissatisfaction occurs with the community perception of the governing body of the school. It is felt that the governing body is not ethical and has conflicts of interest. It is also felt that the governing body is not open to suggestions or constructive criticism.

**27c. Stakeholder/Community Perception Data**

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

There is little that we can do regarding the perception of the governing body of the school.

## Summary

### 28a. Summary

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

Strengths:

1. Teacher experience level is varied, which provides students with plethora of teaching and learning opportunities.
2. We have a support system for students, so that individual needs and strengths are met. Teachers, counselors, administrators, parents, and support staff are all involved in the success of our students.
3. Writing has continuous growth and is a strength of our students.
4. All stakeholders believe that we have strong instructional practices and multiple methods of assessment. The school is focused on student success.

Challenges:

1. Declining enrollment provides a challenge in attempting to provide a quality and balanced curriculum.
2. We have a challenge of providing Tier 3 support, due to a lack of funding.
3. Math continues to be an area with which our students struggle.
4. There is a dissatisfaction with the school governing body, and we have no real way of impacting this perception.

### 28b. Summary

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

With a declining enrollment, students are often placed in electives they do not want and in large classes. This impacts student achievement because students are not as successful in large classes or classes in which they have no interest. When stakeholders are not happy with the governing body, it can affect how students perceive the school. Our math scores continue to be low, and this hurts our students' chances at higher educational opportunities.

### 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 have Tier 2 and Tier 3 interventions written into our school improvement plan. Our staff is very dedicated and will differentiate learning as much as possible in order to reach every student. We will continue to look at the data surrounding math and incorporate classroom activities in every subject to meet the learning needs of our students.

# **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	We are a high school. Our elementary is responsible.	

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	<a href="http://www.richmond.k12.mi.us/cms/one.aspx?portalId=1271767&amp;pageId=6872750">http://www.richmond.k12.mi.us/cms/one.aspx?portalId=1271767&amp;pageId=6872750</a>	

Label	Assurance	Response	Comment	Attachment
3.	Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.	Yes	We transfer the 8th grade EDPs through Career Cruising in June, after the 8th grade students have completed their 8th grade requirements.	

Label	Assurance	Response	Comment	Attachment
4.	Our school reviews and annually updates the EDPs to ensure academic course work alignment.	Yes	The counseling department meets with each grade level twice a year to review EDPs through Career Cruising. They do this in class-sized groups.	

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	We have a discrimination policy in our Board Policy.	



## School Improvement Plan

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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	Brian Walmsley, Superintendent 35276 Division Rd. Richmond, MI 48062 586-727-3565	

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.	No		

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 Richmond High School will become proficient in reading.	Objectives: 3 Strategies: 3 Activities: 18	Academic	\$3550
2	All students at Richmond High School will improve their proficiency in mathematics.	Objectives: 3 Strategies: 3 Activities: 12	Academic	\$9000
3	All students at Richmond High School will become proficient writers.	Objectives: 3 Strategies: 3 Activities: 13	Academic	\$4000
4	All students at Richmond High School will become proficient in science.	Objectives: 3 Strategies: 3 Activities: 14	Academic	\$2000
5	All students at Richmond High School will become proficient in social studies.	Objectives: 3 Strategies: 3 Activities: 16	Academic	\$2000

## Goal 1: All students at Richmond High School will become proficient in reading.

### 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 reading comprehension. in English Language Arts by 06/30/2024 as measured by State assessment data..

### Strategy 1:

Core Instruction Close and Critical Reading - Teachers will use the Close and Critical Reading Model aligned to the Common Core Standards to increase student comprehension of complex text.

Category:

Research Cited: Pearson, P. David, L.R. Roehler, J.A. Dole, and G.G. Duffy. 1992 "Developing Expertise in Reading Comprehension." In S. Jay Samuels and Alan Farstrup, eds. What Research Has to Say About Reading Instruction, 2nd Edition. Neward, DE: International Reading Association

Tier: Tier 1

Activity - Professional Learning in Close and Critical Reading/Complex Text	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
New staff to the building will be trained in both Close and Critical Reading and Reading Complex Text by Teacher Leaders.	Professional Learning	Tier 1	Getting Ready	09/02/2013	06/30/2024	\$1000	Title II Part A	Administrators and Teacher Leaders

Activity - Reading Apprenticeship	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will implement and utilize Reading Apprenticeship activities as part of their regular classroom instructional practices. Examples include guided highlighted reading, pair and share, jigsaw, one-word summaries, T4s, etc.	Direct Instruction	Tier 1	Implement	09/02/2013	06/30/2024	\$0	No Funding Required	All staff

Activity - Article of the Month	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will conduct a monthly reading assessment such as Article of the Month. The results of these assessments will be input into Data Director.	Direct Instruction	Tier 1	Implement	09/02/2013	06/30/2024	\$0	No Funding Required	All teachers

Activity - Data Conferencing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Staff will participate in data conferencing, analyzing different sources of data (such as Article of the Month and NWEA results). They will identify strengths and areas of instructional need and make adjustments accordingly.	Teacher Collaboration	Tier 1	Monitor	09/02/2014	06/30/2024	\$0	No Funding Required	All instructional staff
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Activity - Data Analysis	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School Improvement Committee will analyze the Data Conferencing sheet to determine its validity/fidelity.	Other	Tier 1	Evaluate	09/02/2014	06/30/2024	\$0	No Funding Required	School Improvement Committee and Administration

Activity - Staff Demo	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will demonstrate their ability to apply reading strategies as presenters at PLC and faculty meetings.	Professional Learning	Tier 1	Getting Ready	09/02/2014	06/30/2024	\$0	No Funding Required	All

Activity - Administrative Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administration will provide time during PLC for school improvement activities.	Other	Tier 1	Getting Ready	09/01/2014	06/30/2024	\$0	No Funding Required	Administration

Activity - McREL Power Walkthroughs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
McREL team will conduct classroom walkthroughs.	Walkthrough	Tier 1	Monitor	10/06/2014	06/30/2024	\$0	No Funding Required	McREL walkthrough team.

### Measurable Objective 2:

A 10% increase 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 our local reading benchmark, thereby reducing the number of "At Risk" students. in English Language Arts by 06/30/2024 as measured by NWEA Benchmarks assessments, state testing, and local common assessments..

### Strategy 1:

Differentiated Instruction - Teachers will differentiate instruction to accelerate students' reading achievement, engagement, and fluency.

Category:

Research Cited: Anderson, K. M., (2007). Differentiating instruction to include all students. Preventing School Failure, 51(3), 49–54.

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Rock, M., Gregg, M., Ellis, E., & Gable, R. A. (2008). REACH: A framework for differentiating classroom instruction. Preventing School Failure, 52(2), 31–47

Tier: Tier 2

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will participate in professional development in differentiated instruction.	Professional Learning	Tier 2	Getting Ready	08/04/2014	06/30/2024	\$1000	Title II Part D	All staff
Activity - Increase Reading Comprehension	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use a variety of instructional methods to improve the reading comprehension of Tier 2/at-risk students in their classrooms. This evidence will be included in their weekly lesson plans.	Direct Instruction	Tier 2	Implement	09/02/2014	06/30/2024	\$0	No Funding Required	All teaching staff
Activity - Student Study Team	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide evidence of differentiated learning to the student study team.	Teacher Collaboration	Tier 2	Implement	09/02/2014	06/30/2024	\$0	No Funding Required	All teaching staff
Activity - Student Study Team meeting	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Student study team will meet monthly to monitor Tier 2 student progress.	Academic Support Program	Tier 2	Monitor	09/02/2014	06/30/2024	\$0	No Funding Required	Student Study Team and individual teachers as needed
Activity - McRel Team	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
McRel team will conduct classroom walkthroughs to assure validity of implementation.	Walkthrough	Tier 2	Evaluate	09/02/2014	06/30/2024	\$0	No Funding Required	McRel team
Activity - Administration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administration team will follow up with lesson plans to ensure validity of implementation.	Other	Tier 2	Evaluate	09/02/2014	06/30/2024	\$0	No Funding Required	Administration

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### Measurable Objective 3:

A 5% increase 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 the DRP in English Language Arts by 06/30/2024 as measured by the corrective reading program..

### Strategy 1:

Tier III Corrective Reading - The Corrective Reading program will be used to promote reading accuracy, fluency, and comprehension skills. The program includes four sequential levels that address students' decoding skills and six sequential levels that address students' comprehension skills.

Category:

Research Cited: Przychodzin-Havis, Angela M.; Marchand-Martella, Nancy E.; Martella, Ronald C.; Miller, Darcy A.; Warner, Lisa; Leonard, Bethany; Chapman, Susan. (2005) An Analysis of "Corrective Reading" Research. Journal of Direct Instruction, v5 n1 p37-65 Win 2005

Tier: Tier 3

Activity - Teacher Training in Selected Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff responsible for teaching Tier III classes will attend training in Corrective Reading.	Professional Learning	Tier 3	Getting Ready	09/02/2013	06/30/2024	\$500	Title II Part A	Tier III staff
Activity - On-Site Coaching and Classroom Walk-throughs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff responsible for teaching Tier III classes will receive on-site coaching and classroom walk-throughs to assure fidelity of implementation.	Walkthrough	Tier 3	Evaluate	09/02/2013	06/30/2024	\$0	No Funding Required	Walk-Through Team Tier III staff Administration
Activity - Corrective Reading Curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Tier III teachers will follow the Corrective Reading curriculum and pacing guide.	Direct Instruction	Tier 3	Implement	09/02/2014	06/30/2024	\$1050	Section 31a, Section 31a	Tier III teachers
Activity - DRP	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Tier III teachers will administer the DRP assessment three times per year. They will use the results to adjust instruction.	Direct Instruction	Tier 3	Monitor	09/02/2014	06/30/2024	\$0	No Funding Required	Tier III staff



## Goal 2: All students at Richmond High School will improve their proficiency in mathematics.

### 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 of skills in Mathematics by 06/30/2024 as measured by state level assessments.

### Strategy 1:

Instructional Practices - Staff will use research-based math strategies to vary instruction in mathematics.

Category:

Research Cited: Dean, C. B., Stone, B., Hubbell, E., & Pitler, H. (2012). Classroom instruction that works: Research-based strategies for increasing student achievement (2nd ed.). Alexandria, VA: ASCD.

Tier: Tier 1

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math staff will receive training on strategies to be used in the classroom from the MISD consultants.	Professional Learning	Tier 1	Getting Ready	08/04/2014	06/30/2024	\$2500	Title II Part A	Math teachers
Activity - Math Minutes	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers in all subject areas will implement a monthly warm-up activity revolving around skills identified on state testing.	Direct Instruction	Tier 1	Implement	09/02/2014	06/30/2024	\$0	No Funding Required	All instructional staff
Activity - Data Conferencing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will participate in data conferencing, analyzing different sources of data (such as NWEA, state testing and local common assessments results). They will identify strengths and areas of instructional need and make adjustments accordingly.	Teacher Collaboration	Tier 1	Monitor	09/02/2014	06/30/2024	\$0	No Funding Required	All instructional staff
Activity - Data Analysis	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School Improvement Committee will analyze the Data Conferencing sheet to determine its validity/fidelity.	Other	Tier 1	Evaluate	09/02/2014	06/30/2024	\$0	No Funding Required	School Improvement Committee

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### Measurable Objective 2:

10% 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 our local math benchmark testing, thereby reducing the number of Tier II students between Winter 2013 in Mathematics by 06/30/2024 as measured by NWEA, state testing and local common assessments..

### Strategy 1:

Differentiated Instruction - Teachers will differentiate instruction to accelerate students' math achievement, engagement, and fluency.

Category:

Research Cited: Anderson, K. M., (2007). Differentiating instruction to include all students. Preventing School Failure, 51(3), 49–54.

Rock, M., Gregg, M., Ellis, E., & Gable, R. A. (2008). REACH: A framework for differentiating classroom instruction. Preventing School Failure, 52(2), 31–47.

Tier: Tier 2

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will participate in professional development in Differentiating Instruction.	Professional Learning	Tier 2	Getting Ready	09/02/2014	06/30/2024	\$0	No Funding Required	All staff
Activity - Increase Mathematical Skills	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use a variety of instructional methods to improve the mathematical skills of Tier 2/'At Risk' students in their classrooms. This evidence will be included in their weekly classroom lesson plans.	Direct Instruction	Tier 2	Implement	09/02/2014	06/30/2024	\$6000	Title I Part A	All teaching staff
Activity - Student Study Team	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide evidence of differentiation to the Student Study Team.	Teacher Collaboration	Tier 2	Implement	08/01/2014	06/30/2024	\$0	No Funding Required	All teaching staff
Activity - Student Study Team meeting	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Student Study team will meet monthly to monitor Tier II student progress.	Walkthrough	Tier 2	Monitor	08/01/2013	06/30/2024	\$0	No Funding Required	Student Study Team and individual teachers as needed

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Activity - McRel Team	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
McRel team will conduct classroom walkthroughs to assure validity of implementation.	Walkthrough	Tier 2	Evaluate	09/02/2014	06/30/2024	\$0	No Funding Required	McRel team

### Measurable Objective 3:

A 15% increase 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 our intense math assessment, thereby reducing the number of Tier III students. in Mathematics by 06/30/2024 as measured by NWEA, MME, ACT, MEAP, and local assessments.

### Strategy 1:

Math Support - Students who are identified through NWEA, MEAP, or MME as Tier III students will be given extra instruction in math.

Category:

Research Cited: <http://www.rtinetwork.org/essential/tieredinstruction/tier3/consideringtier3>

Tier: Tier 3

Activity - Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff responsible for teaching Tier III students will attend training in the appropriate interventions as necessary.	Professional Learning	Tier 3	Getting Ready	08/04/2014	06/30/2024	\$500	Title II Part A	Tier III instructors

Activity - Math Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Tier III students will be given individualized math support.	Direct Instruction	Tier 3	Implement	09/02/2014	06/30/2024	\$0	No Funding Required	Tier III instructional staff

Activity - Data Analysis	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School improvement team and administration will analyze data to determine the validity/fidelity of the math support program.	Other	Tier 3	Monitor	09/02/2014	06/30/2024	\$0	No Funding Required	School Improvement Team, Administration Team

**Goal 3: All students at Richmond High School will become proficient writers.**

## School Improvement Plan

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### 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 through written assessments in Writing by 06/30/2024 as measured by state level assessments.

### Strategy 1:

Writing-to-Learn assessments - Writing-to-Learn assessments will focus on the writing process as applied to the assessment and support of learning during the learning process. Since assessments are considered part of the learning they can be graded as formative or summative assessments.

Category:

Research Cited: <http://www.duq.edu/Documents/cte/writing-to-learn.pdf>

Tier: Tier 1

Activity - Professional Learning in assessment strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will focus professional learning on writing with support through specific detail strategies at all levels.	Professional Learning	Tier 1	Getting Ready	08/01/2013	06/30/2024	\$0	No Funding Required	Building administrators, staff

Activity - Writing Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will incorporate writing via Article of the Month and end of semester exams.	Direct Instruction	Tier 1	Implement	08/01/2013	06/30/2024	\$0	No Funding Required	Building administrators, staff

Activity - Data Conferencing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will participate in data conferencing, analyzing different sources of data (such as Article of the Month and exam results). They will identify strengths and areas of instructional need and make adjustments accordingly.	Teacher Collaboration	Tier 1	Monitor	09/02/2014	06/30/2024	\$0	No Funding Required	All Staff

Activity - Data Analysis	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School Improvement Committee will analyze the Data Conferencing Sheet to determine its validity/fidelity.	Other	Tier 1	Evaluate	09/02/2014	06/30/2024	\$0	No Funding Required	0

### Measurable Objective 2:

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A 10% increase 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 our local writing benchmark testing, thereby reducing the number of Tier II students between Winter 2013 and Spring 2022 in English Language Arts by 06/30/2024 as measured by NWEA, state tests, and local common assessments.

### Strategy 1:

Differentiated Instruction 1 - Teachers will differentiate instruction to accelerate students' writing achievement, engagement, and fluency.

Category:

Research Cited: Anderson, K. M., (2007). Differentiating instruction to include all students. Preventing School Failure, 51(3), 49–54.

Rock, M., Gregg, M., Ellis, E., & Gable, R. A. (2008). REACH: A framework for differentiating classroom instruction. Preventing School Failure, 52(2), 31–47.

Differentiation and UDL: [http://aim.cast.org/learn/historyarchive/backgroundpapers/differentiated\\_instruction\\_udl](http://aim.cast.org/learn/historyarchive/backgroundpapers/differentiated_instruction_udl)

Tier: Tier 2

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will participate in professional development to learn how to differentiate assessments and teaching strategies.	Professional Learning	Tier 2	Getting Ready	09/02/2014	06/30/2024	\$2000	Title II Part A	All teaching staff
Activity - Increase Writing Ability	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use a variety of instructional methods to improve the reading comprehension of Tier II/'At Risk' students in their classrooms. This evidence will be included in their weekly classroom snapshots.	Direct Instruction	Tier 2	Implement	09/02/2014	06/30/2024	\$1000	Title II Part A	All teaching staff
Activity - Student Study Team	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide evidence of differentiation to the Student Study Team.	Teacher Collaboration	Tier 2	Implement	09/02/2014	06/30/2024	\$0	No Funding Required	All teaching staff
Activity - Student Study Team meeting	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Student Study team will meet monthly to monitor Tier II student progress.	Academic Support Program	Tier 2	Monitor	09/02/2014	06/30/2024	\$0	No Funding Required	Student Study Team and individual teachers as needed

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Activity - McRel Team	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
McRel team will conduct classroom walkthroughs to assure validity of implementation.	Walkthrough	Tier 2	Evaluate	09/02/2014	06/30/2024	\$0	No Funding Required	McRel Team

Activity - Administration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administration will follow up with classroom lesson plans to ensure validity of implementation.	Other	Tier 2	Evaluate	09/02/2014	06/30/2024	\$0	No Funding Required	Administration

### Measurable Objective 3:

A 15% increase 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 our intense writing assessment, thereby reducing the number of Tier III students from Fall 2013 to Spring 2015 in English Language Arts by 06/30/2024 as measured by NWEA, MME, ACT, MEAP, and local common assessments.

### Strategy 1:

After School Help - Staff will be available one hour after school each week to help Tier 3 students who struggle with writing.

Category:

Research Cited: <http://www.anguslloyd.com/teachingservices.html>

Tier: Tier 3

Activity - Schedule and Guidelines	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administration will prepare a schedule and guidelines for staff.	Materials	Tier 3	Getting Ready	09/02/2014	06/30/2024	\$0	No Funding Required	Administration, English teachers

Activity - After School help	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will alternate spending one hour per week after school to offer assistance to those students who struggle with writing skills.	Academic Support Program	Tier 3	Implement	09/02/2014	06/30/2024	\$1000	Section 31a	Staff

Activity - Assessment Data	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Assessment data will be tracked and analyzed to ensure fidelity of implementation.	Other	Tier 3	Monitor	09/02/2014	06/30/2024	\$0	No Funding Required	All staff

## Goal 4: All students at Richmond High School will become 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 skills in Science by 06/30/2024 as measured by state level assessments.

### Strategy 1:

Chart/Graph Interpretation - Students will be engaged in focused chart and graph creation and interpretation multiple times during the school year.

Category:

Research Cited: <http://www.visionlearning.com/en/library/Process-of-Science/49/Using-Graphs-and-Visual-Data-in-Science/156>

Tier: Tier 1

Activity - Chart/Graph Creation/Interpretation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Implement chart and graph creation/interpretation during the school year - minimum of 2 times per month.	Direct Instruction	Tier 1	Implement	09/02/2014	06/30/2024	\$0	No Funding Required	all staff

Activity - Data Conferencing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will participate in data conferencing, analyzing different sources of data. They will identify strengths and areas of instructional need and make adjustments accordingly.	Teacher Collaboration	Tier 1	Monitor	09/02/2014	06/30/2024	\$0	No Funding Required	All instructional staff

Activity - Data Analysis	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School Improvement Committee will analyze the Data Conferencing Sheet to determine its validity/fidelity.	Other	Tier 1	Evaluate	09/02/2014	06/30/2024	\$0	No Funding Required	School Improvement Committee and Administration

### Measurable Objective 2:

A 10% increase 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 our local science benchmark testing, thereby reducing the number of Tier II students in Science by 06/30/2024 as measured by state assessments and local common assessments.

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### Strategy 1:

Differentiated Instruction - Teachers will differentiate instruction to accelerate students' interpretation of charts and graphs.

Category:

Research Cited: Anderson, K.M. (2007). Differentiating instruction to include all students. Preventing School Failure, 51(3), 49-54.

Rock, M., Gregg, M., Ellis, E., & Gable, R.A. (2008). REACH: A framework for differentiating classroom instruction. Preventing School Failure, 52(2), 31-47.

Tier: Tier 2

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will participate in professional development in differentiated instruction.	Professional Learning	Tier 2	Getting Ready	08/04/2014	06/30/2024	\$1000	Title II Part A	All staff
Activity - Increase Chart and Graph Interpretation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use a variety of instructional methods to improve the interpretation of charts and graphs for Tier 2/at-risk students in their classrooms. This evidence will be included in their weekly lesson plans/classroom snapshots.	Direct Instruction	Tier 2	Implement	09/02/2014	06/30/2024	\$0	No Funding Required	All instructional staff
Activity - Student Study Team	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide evidence of differentiated learning to the student study team.	Teacher Collaboration	Tier 2	Implement	09/02/2014	06/30/2024	\$0	No Funding Required	All teaching staff
Activity - Student Study Team Meeting	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Student study team will meet monthly to monitor Tier 2 student progress.	Academic Support Program	Tier 2	Monitor	09/02/2014	06/30/2024	\$0	No Funding Required	All instructional staff
Activity - McRel Team	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
McRel team will conduct classroom walkthroughs to assure validity of implementation.	Walkthrough	Tier 2	Evaluate	09/02/2014	06/30/2024	\$0	No Funding Required	McRel team
Activity - Administration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible



## School Improvement Plan

Richmond Community High School

Administration team will follow up with lesson plans to ensure validity of implementation.	Other	Tier 2	Evaluate	09/02/2014	06/30/2024	\$0	No Funding Required	Administrative team
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### Measurable Objective 3:

A 15% increase 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 our intense science assessment, thereby reducing the number of Tier III students from Fall 2013 to Spring 2015 in Science by 06/30/2024 as measured by NWEA, MME, ACT, MEAP, and local common assessments.

### Strategy 1:

Co-Taught Classes - Teachers will collaborate with co-teachers to further differentiate assessments and instruction to accelerate students critical thinking achievement, engagement, and fluency.

Category:

Research Cited: Cook, B. G., McDuffie-Landrum, K. A., Oshita, L., & Cook, S. C. (2011). Co-teaching and students with disabilities: A critical analysis of the empirical literature. In Hallahan, D. P. & Kauffman, J. K. (Eds.), The Handbook of Special Education (pp. 147-159). New York: Routledge.

- Fontana, K. C. (2005). The effects of co-teaching on the achievement of eighth grade students with learning disabilities. The Journal of At-Risk Issue, 11, 17-23.
- Harbort, G., Gunter, P. L., Hull, k., Brown, Q., Venn, M. L., Wiley, L. P., & Wiley, E. W. (2007). Behaviors of teachers in co-taught classes in a secondary school. Teacher Education and Special Education, 30, 13-23.
- Magiera, K., Smith, C., Zigmond, N., & Gebauer, K. (2005). Benefits of co-teaching in secondary mathematics classes. Teaching Exceptional Children, 37(3), 20-24.
- Magiera, K., & Zigmond, N. (2005). Co-teaching in middle school classrooms under routine conditions: Does the instructional experiences differ for students with disabilities in co-taught and solo-taught classes? Learning Disabilities Research and Practice, 20, 79-85.
- Mastropieri, M.A., Scruggs, T.E., Graetz, J, Norland, J., Gardizi, W., & McDuffie, K. (2005). Case studies in co- teaching in the content areas: Successes, failures and challenges. Intervention in School and Clinic, 40, 260-270.
- McDuffie, K.A., Mastropieri, M.A., & Scruggs, T.E. (2009). Differential effects of peer tutoring in co-taught and non co-taught classes: Results for content learning and student-teacher interactions. Exceptional Children, 75, 493- 510.

Tier: Tier 3

Activity - Planning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Getting Ready	Teacher Collaboration	Tier 3	Getting Ready	09/02/2014	06/30/2024	\$1000	Title II Part A	Co-teachers and general teachers

Activity - Critical Thinking Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use a variety of instructional methods to improve the analytical comprehension of Tier 3/At-Risk students in their classroom. This evidence included in their weekly lesson plans.	Direct Instruction	Tier 3	Implement	09/02/2014	06/30/2024	\$0	No Funding Required	All instructional staff

## School Improvement Plan

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Activity - Student Study Team meeting	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Student Study Team will meet with individual teachers monthly to monitor Tier 3 student progress.	Teacher Collaboration	Tier 3	Monitor	09/02/2014	06/30/2024	\$0	No Funding Required	Student Study Team and individual teachers
Activity - McRel Team	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
McRel team will conduct classroom walkthroughs to assure validity of implementation.	Walkthrough	Tier 3	Evaluate	09/02/2014	06/30/2024	\$0	No Funding Required	McRel Team
Activity - Administration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administration will follow up with lesson plans to ensure validity of implementation.	Other	Tier 3	Evaluate	09/02/2014	06/30/2024	\$0	No Funding Required	Administration team

## Goal 5: All students at Richmond High School will become 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 skills in Social Studies by 06/30/2024 as measured by state level assessments.

### Strategy 1:

Analytical Skills - Teachers will use various methods to improve the critical thinking skills of their students.

Category:

Research Cited: Debra Humphreys, "Employers More Interested in Critical Thinking and Problem Solving Than College Major," aacu.org, Apr. 10, 2013.

Shane Lopez and Valerie J. Calderon, "Americans Say U.S. Schools Should Teach 'Soft' Skills," gallup.com, Aug. 21, 2013.

Carrol M. Tama, "Critical Thinking: Promoting It in the Classroom," National Council of Teachers of English, June 1, 1989.

Tier: Tier 1

Activity - Critical Thinking Classroom Activity	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## School Improvement Plan

Richmond Community High School

Staff will conduct a monthly analytical graph/chart activity in their classroom. Staff will keep track of this activity in their lesson plan.	Direct Instruction	Tier 1	Implement	09/02/2014	06/30/2024	\$0	No Funding Required	All teaching staff
Activity - Critical Thinking Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Social Studies department will develop and administer assessments to measure student growth in critical thinking skills. These assessments will be given three times per year and put into a data collection tool.	Direct Instruction	Tier 1	Monitor	09/02/2014	06/30/2024	\$0	No Funding Required	Social Studies Department
Activity - Data Conferencing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will participate in data conferencing, analyzing different sources of data (such as Critical Thinking Assessments and NWEA results). They will identify strengths and areas of instructional need and make adjustments accordingly.	Teacher Collaboration	Tier 1	Monitor	09/02/2014	06/30/2024	\$0	No Funding Required	All instructional staff
Activity - Walkthroughs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
McRel team will conduct classroom walkthroughs to assure validity of implementation.	Walkthrough	Tier 1	Evaluate	09/02/2014	06/30/2024	\$0	No Funding Required	McRel team
Activity - Administration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administration team will follow up with lesson plans to ensure validity of implementation.	Other	Tier 1	Evaluate	09/02/2014	06/30/2024	\$0	No Funding Required	Administration
Activity - McRel Team	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
McRel team will conduct classroom walkthroughs to assure validity of implementation.	Walkthrough	Tier 2	Evaluate	09/02/2014	06/30/2024	\$0	No Funding Required	McRel team

### Measurable Objective 2:

A 10% increase 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 our local assessment, thereby reducing the number of Tier II students from Fall 2013 in Social Studies by 06/30/2024 as measured by state and local common assessments.

### Strategy 1:

Differentiated Instruction - Teachers will differentiate instruction to accelerate students' achievement, engagement, and fluency in critical thinking skills.

Category:

## School Improvement Plan

Richmond Community High School

Research Cited: Anderson, K.M. (2007). Differentiating instruction to include all students. Preventing School Failure, 51(3), 49-54.

Rock, M., Gregg, M., Ellis, E., & Gable, R.A. (2008). REACH: A framework for differentiating classroom instruction. Preventing School Failure, 52(2), 31-47.

Tier: Tier 2

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will participate in professional development in differentiated instruction.	Professional Learning	Tier 2	Getting Ready	06/05/2014	06/30/2024	\$1000	Title II Part D	All staff
Activity - Increase Critical Thinking Skills	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use a variety of instructional methods to improve the critical thinking skills of Tier 2/at-risk students in their classrooms. This evidence will be included in their weekly classroom lesson plans.	Direct Instruction	Tier 2	Implement	09/02/2014	06/30/2024	\$0	No Funding Required	All teaching staff
Activity - Student Study Team	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide evidence of differentiated learning to the student study team.	Teacher Collaboration	Tier 2	Implement	09/02/2014	06/30/2024	\$0	No Funding Required	All teaching staff
Activity - Student Study Team meeting	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Student study team will meet monthly to monitor Tier 2 student progress.	Academic Support Program	Tier 2	Monitor	09/02/2014	06/30/2024	\$0	No Funding Required	Student Study Team and individual teachers as needed.
Activity - Administration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administration team will follow up with classroom lesson plans to ensure validity of implementation.	Other	Tier 2	Evaluate	09/02/2014	06/30/2024	\$0	No Funding Required	Administration team

### Measurable Objective 3:

A 15% increase 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 our intense social studies/reading assessment, thereby reducing the number of Tier III students from Fall 2013 to Spring 2015 in Social Studies by 06/30/2017 as measured by NWEA, MME, ACT, MEAP, and local common assessments.

## School Improvement Plan

Richmond Community High School

### Strategy 1:

Co-Taught Classes - Teachers will collaborate with co-teachers to further differentiate assessments and instruction to accelerate students' critical thinking achievement, engagement, and fluency.

#### Category:

Research Cited: Cook, B. G., McDuffie-Landrum, K. A., Oshita, L., & Cook, S. C. (2011). Co-teaching and students with disabilities: A critical analysis of the empirical literature. In Hallahan, D. P. & Kauffman, J. K. (Eds.), The Handbook of Special Education (pp. 147-159). New York: Routledge.

- Fontana, K. C. (2005). The effects of co-teaching on the achievement of eighth grade students with learning disabilities. The Journal of At-Risk Issue, 11, 17-23.

- Harbort, G., Gunter, P. L., Hull, k., Brown, Q., Venn, M. L., Wiley, L. P., & Wiley, E. W. (2007). Behaviors of teachers in co-taught classes in a secondary school.

Teacher Education and Special Education, 30, 13-23.

- Magiera, K., Smith, C., Zigmond, N., & Gebauer, K. (2005). Benefits of co-teaching in secondary mathematics classes. Teaching Exceptional Children, 37(3), 20-24.

- Magiera, K., & Zigmond, N. (2005). Co-teaching in middle school classrooms under routine conditions: Does the instructional experiences differ for students with disabilities in co-taught and solo-taught classes? Learning Disabilities Research and Practice, 20, 79-85.

- Mastropieri, M.A., Scruggs, T.E., Graetz, J, Norland, J., Gardizi, W., & McDuffie, K. (2005). Case studies in co- teaching in the content areas: Successes, failures and challenges. Intervention in School and Clinic, 40, 260-270.

- McDuffie, K.A., Mastropieri, M.A., & Scruggs, T.E. (2009). Differential effects of peer tutoring in co-taught and non co-taught classes: Results for content learning and student-teacher interactions. Exceptional Children, 75, 493- 510.

Tier: Tier 3

Activity - Planning Time	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Co-teachers will be given monthly time to collaborate on assessments and lessons.	Teacher Collaboration	Tier 3	Getting Ready	09/02/2014	06/30/2024	\$1000	Title II Part A	Co-teachers and general teachers

Activity - Critical Thinking Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use a variety of instructional methods to improve the analytical comprehension of Tier III/At-Risk students in their classroom. This evidence will be included in their weekly lesson plans.	Direct Instruction	Tier 3	Implement	09/02/2014	06/30/2024	\$0	No Funding Required	All instructional staff

Activity - Student Study Team meeting	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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**School Improvement Plan**

Richmond Community High School

Student Study Team will meet with individual teachers monthly to monitor Tier III student progress.	Teacher Collaboration	Tier 3	Monitor	09/02/2014	06/30/2024	\$0	No Funding Required	Student Study Team and individual teachers
Activity - McRel Team	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
McRel team will conduct classroom walkthroughs to assure validity of implementation.	Walkthrough	Tier 3	Evaluate	09/02/2014	06/30/2024	\$0	No Funding Required	McRel Team
Activity - Administration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administration will follow up with classroom snapshots to ensure validity of implementation.	Other	Tier 3	Evaluate	09/02/2014	06/30/2024	\$0	No Funding Required	Administration team

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Student Study Team meeting	Student study team will meet monthly to monitor Tier 2 student progress.	Academic Support Program	Tier 2	Monitor	09/02/2014	06/30/2024	\$0	Student Study Team and individual teachers as needed
Data Conferencing	Staff will participate in data conferencing, analyzing different sources of data (such as Article of the Month and NWEA results). They will identify strengths and areas of instructional need and make adjustments accordingly.	Teacher Collaboration	Tier 1	Monitor	09/02/2014	06/30/2024	\$0	All instructional staff
Data Analysis	School Improvement Committee will analyze the Data Conferencing sheet to determine its validity/fidelity.	Other	Tier 1	Evaluate	09/02/2014	06/30/2024	\$0	School Improvement Committee and Administration
McRel Team	McRel team will conduct classroom walkthroughs to assure validity of implementation.	Walkthrough	Tier 2	Evaluate	09/02/2014	06/30/2024	\$0	McRel team
McRel Team	McRel team will conduct classroom walkthroughs to assure validity of implementation.	Walkthrough	Tier 3	Evaluate	09/02/2014	06/30/2024	\$0	McRel Team
Data Conferencing	Staff will participate in data conferencing, analyzing different sources of data (such as Critical Thinking Assessments and NWEA results). They will identify strengths and areas of instructional need and make adjustments accordingly.	Teacher Collaboration	Tier 1	Monitor	09/02/2014	06/30/2024	\$0	All instructional staff
Schedule and Guidelines	Administration will prepare a schedule and guidelines for staff.	Materials	Tier 3	Getting Ready	09/02/2014	06/30/2024	\$0	Administration, English teachers
Administration	Administration team will follow up with lesson plans to ensure validity of implementation.	Other	Tier 1	Evaluate	09/02/2014	06/30/2024	\$0	Administration

## School Improvement Plan

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Increase Reading Comprehension	Teachers will use a variety of instructional methods to improve the reading comprehension of Tier 2/at-risk students in their classrooms. This evidence will be included in their weekly lesson plans.	Direct Instruction	Tier 2	Implement	09/02/2014	06/30/2024	\$0	All teaching staff
Data Conferencing	Staff will participate in data conferencing, analyzing different sources of data (such as Article of the Month and exam results). They will identify strengths and areas of instructional need and make adjustments accordingly.	Teacher Collaboration	Tier 1	Monitor	09/02/2014	06/30/2024	\$0	All Staff
Reading Apprenticeship	Staff will implement and utilize Reading Apprenticeship activities as part of their regular classroom instructional practices. Examples include guided highlighted reading, pair and share, jigsaw, one-word summaries, T4s, etc.	Direct Instruction	Tier 1	Implement	09/02/2013	06/30/2024	\$0	All staff
Administration	Administration will follow up with classroom lesson plans to ensure validity of implementation.	Other	Tier 2	Evaluate	09/02/2014	06/30/2024	\$0	Administration
Data Analysis	School improvement team and administration will analyze data to determine the validity/fidelity of the math support program.	Other	Tier 3	Monitor	09/02/2014	06/30/2024	\$0	School Improvement Team, Administration Team
Professional Learning in assessment strategies	Teachers will focus professional learning on writing with support through specific detail strategies at all levels.	Professional Learning	Tier 1	Getting Ready	08/01/2013	06/30/2024	\$0	Building administrators, staff
Critical Thinking Assessment	Social Studies department will develop and administer assessments to measure student growth in critical thinking skills. These assessments will be given three times per year and put into a data collection tool.	Direct Instruction	Tier 1	Monitor	09/02/2014	06/30/2024	\$0	Social Studies Department
Data Analysis	School Improvement Committee will analyze the Data Conferencing Sheet to determine its validity/fidelity.	Other	Tier 1	Evaluate	09/02/2014	06/30/2024	\$0	School Improvement Committee and Administration
McREL Power Walkthroughs	McREL team will conduct classroom walkthroughs.	Walkthrough	Tier 1	Monitor	10/06/2014	06/30/2024	\$0	McREL walkthrough team.
Administrative Support	Administration will provide time during PLC for school improvement activities.	Other	Tier 1	Getting Ready	09/01/2014	06/30/2024	\$0	Administration
Administration	Administration team will follow up with lesson plans to ensure validity of implementation.	Other	Tier 2	Evaluate	09/02/2014	06/30/2024	\$0	Administration team
Writing Implementation	Staff will incorporate writing via Article of the Month and end of semester exams.	Direct Instruction	Tier 1	Implement	08/01/2013	06/30/2024	\$0	Building administrators, staff



## School Improvement Plan

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Chart/Graph Creation/Interpretation	Implement chart and graph creation/interpretation during the school year - minimum of 2 times per month.	Direct Instruction	Tier 1	Implement	09/02/2014	06/30/2024	\$0	all staff
McRel Team	McRel team will conduct classroom walkthroughs to assure validity of implementation.	Walkthrough	Tier 2	Evaluate	09/02/2014	06/30/2024	\$0	McRel team
Increase Chart and Graph Interpretation	Teachers will use a variety of instructional methods to improve the interpretation of charts and graphs for Tier 2/at-risk students in their classrooms. This evidence will be included in their weekly lesson plans/classroom snapshots.	Direct Instruction	Tier 2	Implement	09/02/2014	06/30/2024	\$0	All instructional staff
Student Study Team meeting	Student Study team will meet monthly to monitor Tier II student progress.	Academic Support Program	Tier 2	Monitor	09/02/2014	06/30/2024	\$0	Student Study Team and individual teachers as needed
Student Study Team meeting	Student Study Team will meet with individual teachers monthly to monitor Tier III student progress.	Teacher Collaboration	Tier 3	Monitor	09/02/2014	06/30/2024	\$0	Student Study Team and individual teachers
Student Study Team	Teachers will provide evidence of differentiation to the Student Study Team.	Teacher Collaboration	Tier 2	Implement	08/01/2014	06/30/2024	\$0	All teaching staff
Data Conferencing	Staff will participate in data conferencing, analyzing different sources of data (such as NWEA, state testing and local common assessments results). They will identify strengths and areas of instructional need and make adjustments accordingly.	Teacher Collaboration	Tier 1	Monitor	09/02/2014	06/30/2024	\$0	All instructional staff
Data Analysis	School Improvement Committee will analyze the Data Conferencing sheet to determine its validity/fidelity.	Other	Tier 1	Evaluate	09/02/2014	06/30/2024	\$0	School Improvement Committee
Administration	Administration team will follow up with lesson plans to ensure validity of implementation.	Other	Tier 2	Evaluate	09/02/2014	06/30/2024	\$0	Administration
Administration	Administration team will follow up with classroom lesson plans to ensure validity of implementation.	Other	Tier 2	Evaluate	09/02/2014	06/30/2024	\$0	Administration team
Critical Thinking Classroom Activity	Staff will conduct a monthly analytical graph/chart activity in their classroom. Staff will keep track of this activity in their lesson plan.	Direct Instruction	Tier 1	Implement	09/02/2014	06/30/2024	\$0	All teaching staff
McRel Team	McRel team will conduct classroom walkthroughs to assure validity of implementation.	Walkthrough	Tier 2	Evaluate	09/02/2014	06/30/2024	\$0	McRel team

## School Improvement Plan

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Student Study Team meeting	Student Study team will meet monthly to monitor Tier II student progress.	Walkthrough	Tier 2	Monitor	08/01/2013	06/30/2024	\$0	Student Study Team and individual teachers as needed
Math Minutes	Teachers in all subject areas will implement a monthly warm-up activity revolving around skills identified on state testing.	Direct Instruction	Tier 1	Implement	09/02/2014	06/30/2024	\$0	All instructional staff
Article of the Month	Staff will conduct a monthly reading assessment such as Article of the Month. The results of these assessments will be input into Data Director.	Direct Instruction	Tier 1	Implement	09/02/2013	06/30/2024	\$0	All teachers
Student Study Team meeting	Student Study Team will meet with individual teachers monthly to monitor Tier 3 student progress.	Teacher Collaboration	Tier 3	Monitor	09/02/2014	06/30/2024	\$0	Student Study Team and individual teachers
Administration	Administration will follow up with lesson plans to ensure validity of implementation.	Other	Tier 3	Evaluate	09/02/2014	06/30/2024	\$0	Administration team
Data Analysis	School Improvement Committee will analyze the Data Conferencing Sheet to determine its validity/fidelity.	Other	Tier 1	Evaluate	09/02/2014	06/30/2024	\$0	0
Student Study Team meeting	Student study team will meet monthly to monitor Tier 2 student progress.	Academic Support Program	Tier 2	Monitor	09/02/2014	06/30/2024	\$0	Student Study Team and individual teachers as needed.
Critical Thinking Instruction	Teachers will use a variety of instructional methods to improve the analytical comprehension of Tier III/At-Risk students in their classroom. This evidence will be included in their weekly lesson plans.	Direct Instruction	Tier 3	Implement	09/02/2014	06/30/2024	\$0	All instructional staff
Data Conferencing	Staff will participate in data conferencing, analyzing different sources of data. They will identify strengths and areas of instructional need and make adjustments accordingly.	Teacher Collaboration	Tier 1	Monitor	09/02/2014	06/30/2024	\$0	All instructional staff
McRel Team	McRel team will conduct classroom walkthroughs to assure validity of implementation.	Walkthrough	Tier 3	Evaluate	09/02/2014	06/30/2024	\$0	McRel Team
Staff Demo	Staff will demonstrate their ability to apply reading strategies as presenters at PLC and faculty meetings.	Professional Learning	Tier 1	Getting Ready	09/02/2014	06/30/2024	\$0	All
Assessment Data	Assessment data will be tracked and analyzed to ensure fidelity of implementation.	Other	Tier 3	Monitor	09/02/2014	06/30/2024	\$0	All staff
Student Study Team	Teachers will provide evidence of differentiated learning to the student study team.	Teacher Collaboration	Tier 2	Implement	09/02/2014	06/30/2024	\$0	All teaching staff

## School Improvement Plan

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Professional Development	Staff will participate in professional development in Differentiating Instruction.	Professional Learning	Tier 2	Getting Ready	09/02/2014	06/30/2024	\$0	All staff
Student Study Team	Teachers will provide evidence of differentiated learning to the student study team.	Teacher Collaboration	Tier 2	Implement	09/02/2014	06/30/2024	\$0	All teaching staff
Math Support	Tier III students will be given individualized math support.	Direct Instruction	Tier 3	Implement	09/02/2014	06/30/2024	\$0	Tier III instructional staff
Student Study Team Meeting	Student study team will meet monthly to monitor Tier 2 student progress.	Academic Support Program	Tier 2	Monitor	09/02/2014	06/30/2024	\$0	All instructional staff
Increase Critical Thinking Skills	Teachers will use a variety of instructional methods to improve the critical thinking skills of Tier 2/at-risk students in their classrooms. This evidence will be included in their weekly classroom lesson plans.	Direct Instruction	Tier 2	Implement	09/02/2014	06/30/2024	\$0	All teaching staff
Administration	Administration will follow up with classroom snapshots to ensure validity of implementation.	Other	Tier 3	Evaluate	09/02/2014	06/30/2024	\$0	Administration team
Student Study Team	Teachers will provide evidence of differentiation to the Student Study Team.	Teacher Collaboration	Tier 2	Implement	09/02/2014	06/30/2024	\$0	All teaching staff
Walkthroughs	McRel team will conduct classroom walkthroughs to assure validity of implementation.	Walkthrough	Tier 1	Evaluate	09/02/2014	06/30/2024	\$0	McRel team
On-Site Coaching and Classroom Walk-throughs	All staff responsible for teaching Tier III classes will receive on-site coaching and classroom walk-throughs to assure fidelity of implementation.	Walkthrough	Tier 3	Evaluate	09/02/2013	06/30/2024	\$0	Walk-Through Team Tier III staff Administration
McRel Team	McRel team will conduct classroom walkthroughs to assure validity of implementation.	Walkthrough	Tier 2	Evaluate	09/02/2014	06/30/2024	\$0	McRel Team
Student Study Team	Teachers will provide evidence of differentiated learning to the student study team.	Teacher Collaboration	Tier 2	Implement	09/02/2014	06/30/2024	\$0	All teaching staff
McRel Team	McRel team will conduct classroom walkthroughs to assure validity of implementation.	Walkthrough	Tier 2	Evaluate	09/02/2014	06/30/2024	\$0	McRel team
DRP	Tier III teachers will administer the DRP assessment three times per year. They will use the results to adjust instruction.	Direct Instruction	Tier 3	Monitor	09/02/2014	06/30/2024	\$0	Tier III staff
Critical Thinking Instruction	Teachers will use a variety of instructional methods to improve the analytical comprehension of Tier 3/At-Risk students in their classroom. This evidence included in their weekly lesson plans.	Direct Instruction	Tier 3	Implement	09/02/2014	06/30/2024	\$0	All instructional staff

### Title I Part A

## School Improvement Plan

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Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Increase Mathematical Skills	Teachers will use a variety of instructional methods to improve the mathematical skills of Tier 2/'At Risk' students in their classrooms. This evidence will be included in their weekly classroom lesson plans.	Direct Instruction	Tier 2	Implement	09/02/2014	06/30/2024	\$6000	All teaching staff

### Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Development	Math staff will receive training on strategies to be used in the classroom from the MISD consultants.	Professional Learning	Tier 1	Getting Ready	08/04/2014	06/30/2024	\$2500	Math teachers
Planning	Getting Ready	Teacher Collaboration	Tier 3	Getting Ready	09/02/2014	06/30/2024	\$1000	Co-teachers and general teachers
Training	All staff responsible for teaching Tier III students will attend training in the appropriate interventions as necessary.	Professional Learning	Tier 3	Getting Ready	08/04/2014	06/30/2024	\$500	Tier III instructors
Increase Writing Ability	Teachers will use a variety of instructional methods to improve the reading comprehension of Tier II/'At Risk' students in their classrooms. This evidence will be included in their weekly classroom snapshots.	Direct Instruction	Tier 2	Implement	09/02/2014	06/30/2024	\$1000	All teaching staff
Planning Time	Co-teachers will be given monthly time to collaborate on assessments and lessons.	Teacher Collaboration	Tier 3	Getting Ready	09/02/2014	06/30/2024	\$1000	Co-teachers and general teachers
Professional Development	Staff will participate in professional development in differentiated instruction.	Professional Learning	Tier 2	Getting Ready	08/04/2014	06/30/2024	\$1000	All staff
Teacher Training in Selected Intervention	All staff responsible for teaching Tier III classes will attend training in Corrective Reading.	Professional Learning	Tier 3	Getting Ready	09/02/2013	06/30/2024	\$500	Tier III staff
Professional Learning in Close and Critical Reading/Complex Text	New staff to the building will be trained in both Close and Critical Reading and Reading Complex Text by Teacher Leaders.	Professional Learning	Tier 1	Getting Ready	09/02/2013	06/30/2024	\$1000	Administrators and Teacher Leaders
Professional Development	Staff will participate in professional development to learn how to differentiate assessments and teaching strategies.	Professional Learning	Tier 2	Getting Ready	09/02/2014	06/30/2024	\$2000	All teaching staff

### Section 31a

**School Improvement Plan**

Richmond Community High School

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Corrective Reading Curriculum	Tier III teachers will follow the Corrective Reading curriculum and pacing guide.	Direct Instruction	Tier 3	Implement	09/02/2014	06/30/2024	\$1000	Tier III teachers
Corrective Reading Curriculum	Tier III teachers will follow the Corrective Reading curriculum and pacing guide.	Direct Instruction	Tier 3	Implement	09/02/2014	06/30/2024	\$50	Tier III teachers
After School help	Teachers will alternate spending one hour per week after school to offer assistance to those students who struggle with writing skills.	Academic Support Program	Tier 3	Implement	09/02/2014	06/30/2024	\$1000	Staff

**Title II Part D**

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Development	Staff will participate in professional development in differentiated instruction.	Professional Learning	Tier 2	Getting Ready	08/04/2014	06/30/2024	\$1000	All staff
Professional Development	Staff will participate in professional development in differentiated instruction.	Professional Learning	Tier 2	Getting Ready	06/05/2014	06/30/2024	\$1000	All staff