

2017-18 School Improvement Plan

Richmond Community High School

Richmond Community Schools

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Overview

Plan Name

2017-18 School Improvement Plan

Plan Description

Goals, Strategies, and Activities for continuous improvement plan updated for 2017-18.

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 improve their proficiency in mathematics.	Objectives: 3 Strategies: 3 Activities: 11	Academic	\$9000
2	All students at Richmond High School will become proficient in science.	Objectives: 3 Strategies: 3 Activities: 12	Academic	\$2000
3	All students at Richmond High School will become proficient in social studies.	Objectives: 3 Strategies: 3 Activities: 14	Academic	\$2000
4	All students at Richmond High School will become proficient in evidenced-based reading and writing.	Objectives: 3 Strategies: 3 Activities: 15	Academic	\$3550

Goal 1: 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. All staff will be trained on Number Talks by MISD or local train the trainers.	Professional Learning	Tier 1	Getting Ready	08/01/2017	06/30/2024	\$2500	Title II Part A	All 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 provide a monthly math minute that revolves around algebra skills without a calculator. State testing has shown that our students do not perform well on the math without a calculator portion of the SAT test.	Direct Instruction	Tier 1	Implement	09/04/2017	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.	Technology, 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

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Departmental instructional staff will analyze the data conferencing sheets to determine its validity/fidelity.	Other	Tier 1	Evaluate	09/04/2017	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.	Direct Instruction	Tier 2	Implement	09/04/2017	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
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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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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, state, and local assessments..

Strategy 1:

Math Support - Students who are identified through NWEA, 8th grade MStep, and classroom scores as Tier III students will be given a math support class.

Category: Mathematics

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 new staff responsible for teaching Tier III students will participate in training on the Khan Academy.	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
Departmental teams 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 2: 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: Science

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	science teachers
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.	Technology, 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
Departmental instructional staff 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.	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 - Administration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administration team conduct walk throughs and observations to ensure validity of implementation.	Other, Technology	Tier 2	Evaluate	09/02/2014	06/30/2024	\$0	No Funding Required	Administration team

Measurable Objective 3:

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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 MStep 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
General education staff will work with special education staff to do lesson planning and differentiated instruction.	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.	Direct Instruction	Tier 3	Implement	09/02/2014	06/30/2024	\$0	No Funding Required	All science 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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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
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Activity - Administration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administration will conduct observations and walk throughs to ensure validity of implementation.	Other, Technology	Tier 3	Evaluate	09/02/2014	06/30/2024	\$0	No Funding Required	Administrative team

Goal 3: 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: Social Studies

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 Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Social Studies department will conduct workshops at staff development to train teachers how to use critical thinking skills while using graphs, charts, maps, cartoons, etc.	Professional Learning	Tier 1	Getting Ready	09/02/2014	06/30/2022	\$0	No Funding Required	Social Studies department

Activity - Critical Thinking Classroom Activity	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Social studies staff will conduct a monthly analytical graph/chart activity in their classroom.	Direct Instruction	Tier 1	Implement	09/02/2014	06/30/2024	\$0	No Funding Required	Social studies teaching staff
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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
Social studies 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.	Technology, Teacher Collaboration	Tier 1	Monitor	09/02/2014	06/30/2024	\$0	No Funding Required	All instructional staff

Activity - Administration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administration team will conduct observations and walk throughs to ensure validity of implementation.	Other, Technology	Tier 1	Evaluate	09/02/2014	06/30/2024	\$0	No Funding Required	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 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: Social Studies

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

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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.	Direct Instruction	Tier 2	Implement	09/02/2014	06/30/2024	\$0	No Funding Required	Social studies 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 conduct observations and walk throughs to ensure validity of implementation.	Other, Technology	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 MStep and local common assessments..

Strategy 1:

Support Center - Teachers will collaborate with support center staff to further differentiate assessments and instruction to accelerate students' critical thinking achievement, engagement, and fluency.

Category: Social Studies

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.

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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
Support Center staff and social studies 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	Support center staff 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.	Direct Instruction	Tier 3	Implement	09/02/2014	06/30/2024	\$0	No Funding Required	All social studies instructional 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 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 - Administration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administration will conduct observations and walk throughs to ensure validity of implementation.	Other	Tier 3	Evaluate	09/02/2014	06/30/2024	\$0	No Funding Required	Administrative team

Goal 4: All students at Richmond High School will become proficient in evidenced-based reading and writing.

Measurable Objective 1:

85% of Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in evidence-based reading and writing 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 and Writing Model aligned to the Common Core Standards to increase student comprehension and analysis of complex text.

Category: English/Language Arts

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. Newark, DE: International Reading Association

Tier: Tier 1

Activity - Professional Learning in Close and Critical Reading and Writing and Reading Apprenticeship Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
New staff to the building will be trained in Close and Critical Reading and Writing and Reading Apprenticeship 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 and writing assessment such as an Article of the Month. The results of these assessments will be stored in a data warehouse.	Direct Instruction	Tier 1	Implement	09/02/2013	06/30/2024	\$0	No Funding Required	All teachers

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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, state assessments, and NWEA results). They will identify strengths and areas of instructional need and make adjustments accordingly.	Technology, 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
Departmental instructional staff 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	All instructional staff

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	Administrators

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 increase student growth in evidence-based reading and writing, thereby reducing the number of "At-Risk" students in English Language Arts by 06/30/2024 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 and writing achievement, engagement, and fluency.

Category: English/Language Arts

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 D	All staff

Activity - Increase Evidence-based Reading and Writing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will use a variety of instructional methods to improve the evidence-based reading and writing of Tier 2/at-risk students in their classrooms.	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 conduct observations and walk throughs to ensure validity of implementation.	Other, Technology	Tier 2	Evaluate	09/02/2014	06/30/2024	\$0	No Funding Required	Administration

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 a local reading and writing assessment in English Language Arts by 06/30/2024 as measured by the evidence based reading and writing support program..

Strategy 1:

Tier III Evidence-based Reading and Writing Support - The Evidence-based reading and writing support program will be used to promote reading and writing 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: English/Language Arts

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
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All staff responsible for teaching Tier III classes will attend training in Evidence-based reading and writing support.	Professional Learning	Tier 3	Getting Ready	09/02/2013	06/30/2024	\$500	Title II Part A	Tier III staff
Activity - Administration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administration will conduct observations and walk throughs to ensure validity of implementation.	Technology, Walkthrough	Tier 3	Evaluate	09/02/2013	06/30/2024	\$0	No Funding Required	Administration
Activity - Corrective Reading Curriculum and Khan Academy practice	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 and the Khan Academy writing practice.	Direct Instruction	Tier 3	Implement	09/02/2014	06/30/2024	\$1050	Section 31a, Section 31a	Tier III teachers
Activity - Reading and Writing Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Tier III teachers will administer a local reading and writing 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

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Planning Time	Support Center staff and social studies 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	Support center staff 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
Planning	General education staff will work with special education staff to do lesson planning and differentiated instruction.	Teacher Collaboration	Tier 3	Getting Ready	09/02/2014	06/30/2024	\$1000	Co-teachers and general teachers
Professional Learning in Close and Critical Reading and Writing and Reading Apprenticeship Strategies	New staff to the building will be trained in Close and Critical Reading and Writing and Reading Apprenticeship by Teacher Leaders.	Professional Learning	Tier 1	Getting Ready	09/02/2013	06/30/2024	\$1000	Administrators and Teacher Leaders
Teacher Training in Selected Intervention	All staff responsible for teaching Tier III classes will attend training in Evidence-based reading and writing support.	Professional Learning	Tier 3	Getting Ready	09/02/2013	06/30/2024	\$500	Tier III staff
Training	All new staff responsible for teaching Tier III students will participate in training on the Khan Academy.	Professional Learning	Tier 3	Getting Ready	08/04/2014	06/30/2024	\$500	Tier III instructors
Professional Development	Math staff will receive training on strategies to be used in the classroom from the MISD consultants. All staff will be trained on Number Talks by MISD or local train the trainers.	Professional Learning	Tier 1	Getting Ready	08/01/2017	06/30/2024	\$2500	All teachers

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

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No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Increase Evidence-based Reading and Writing	Teachers will use a variety of instructional methods to improve the evidence-based reading and writing of Tier 2/at-risk students in their classrooms.	Direct Instruction	Tier 2	Implement	09/02/2014	06/30/2024	\$0	All teaching staff
Data Analysis	Departmental instructional staff 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
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
Data Analysis	Departmental teams 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
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
Administration	Administration team conduct walk throughs and observations to ensure validity of implementation.	Other, Technology	Tier 2	Evaluate	09/02/2014	06/30/2024	\$0	Administration team
Data Analysis	Departmental instructional staff will analyze the data conferencing sheets to determine its validity/fidelity.	Other	Tier 1	Evaluate	09/04/2017	06/30/2024	\$0	School Improvement Committee
Article of the Month	Staff will conduct a monthly reading and writing assessment such as an Article of the Month. The results of these assessments will be stored in a data warehouse.	Direct Instruction	Tier 1	Implement	09/02/2013	06/30/2024	\$0	All teachers
Reading and Writing Assessment	Tier III teachers will administer a local reading and writing 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
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.	Direct Instruction	Tier 2	Implement	09/02/2014	06/30/2024	\$0	All instructional staff

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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.	Technology , Teacher Collaboration	Tier 1	Monitor	09/02/2014	06/30/2024	\$0	All 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	Student Study Team and individual teachers as needed.
Math Minutes	Teachers in all subject areas will provide a monthly math minute that revolves around algebra skills without a calculator. State testing has shown that our students do not perform well on the math without a calculator portion of the SAT test.	Direct Instruction	Tier 1	Implement	09/04/2017	06/30/2024	\$0	All instructional staff
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
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
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.	Direct Instruction	Tier 3	Implement	09/02/2014	06/30/2024	\$0	All science instructional 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
Administration	Administration team will conduct observations and walk throughs to ensure validity of implementation.	Other, Technology	Tier 1	Evaluate	09/02/2014	06/30/2024	\$0	Administration
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
Data Conferencing	Social studies 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.	Technology , Teacher Collaboration	Tier 1	Monitor	09/02/2014	06/30/2024	\$0	All instructional staff
Data Analysis	Departmental instructional staff will analyze the Data Conferencing sheet to determine its validity/fidelity.	Other	Tier 1	Evaluate	09/02/2014	06/30/2024	\$0	All instructional staff

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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
Critical Thinking Classroom Activity	Social studies staff will conduct a monthly analytical graph/chart activity in their classroom.	Direct Instruction	Tier 1	Implement	09/02/2014	06/30/2024	\$0	Social studies teaching 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	Student Study Team and individual teachers as needed
Administration	Administration will conduct observations and walk throughs to ensure validity of implementation.	Other, Technology	Tier 3	Evaluate	09/02/2014	06/30/2024	\$0	Administrati on team
Student Study Team	Teachers will provide evidence of differentiated learning to the student study team.	Teacher Collaborati on	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 NWEA, state testing and local common assessments results). They will identify strengths and areas of instructional need and make adjustments accordingly.	Technology , Teacher Collaborati on	Tier 1	Monitor	09/02/2014	06/30/2024	\$0	All instructiona l staff
Data Conferencing	Staff will participate in data conferencing, analyzing different sources of data (such as Article of the Month, state assessments, and NWEA results). They will identify strengths and areas of instructional need and make adjustments accordingly.	Technology , Teacher Collaborati on	Tier 1	Monitor	09/02/2014	06/30/2024	\$0	All instructiona l staff
Administration	Administration team will conduct observations and walk throughs to ensure validity of implementation.	Other, Technology	Tier 2	Evaluate	09/02/2014	06/30/2024	\$0	Administrati on
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.	Direct Instruction	Tier 2	Implement	09/02/2014	06/30/2024	\$0	Social studies teaching 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 instructiona l staff
Administrative Support	Administration will provide time during PLC for school improvement activities.	Other	Tier 1	Getting Ready	09/01/2014	06/30/2024	\$0	Adminsitration
Student Study Team meeting	Student Study Team will meet with individual teachers monthly to monitor Tier III student progress.	Teacher Collaborati on	Tier 3	Monitor	09/02/2014	06/30/2024	\$0	Student Study Team and individual teachers

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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
Administration	Administration team will conduct observations and walk throughs to ensure validity of implementation.	Other, Technology	Tier 2	Evaluate	09/02/2014	06/30/2024	\$0	Administration team
Administration	Administration will conduct observations and walk throughs to ensure validity of implementation.	Technology, Walkthrough	Tier 3	Evaluate	09/02/2013	06/30/2024	\$0	Administration
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	science teachers
Critical Thinking Training	Social Studies department will conduct workshops at staff development to train teachers how to use critical thinking skills while using graphs, charts, maps, cartoons, etc.	Professional Learning	Tier 1	Getting Ready	09/02/2014	06/30/2022	\$0	Social Studies department
Administration	Administration will conduct observations and walk throughs to ensure validity of implementation.	Other	Tier 3	Evaluate	09/02/2014	06/30/2024	\$0	Administration team
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.	Direct Instruction	Tier 3	Implement	09/02/2014	06/30/2024	\$0	All social studies instructional 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

Title I Part A

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.	Direct Instruction	Tier 2	Implement	09/04/2017	06/30/2024	\$6000	All teaching staff

Section 31a

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Corrective Reading Curriculum and Khan Academy practice	Tier III teachers will follow the Corrective Reading curriculum and pacing guide and the Khan Academy writing practice.	Direct Instruction	Tier 3	Implement	09/02/2014	06/30/2024	\$1000	Tier III teachers
Corrective Reading Curriculum and Khan Academy practice	Tier III teachers will follow the Corrective Reading curriculum and pacing guide and the Khan Academy writing practice.	Direct Instruction	Tier 3	Implement	09/02/2014	06/30/2024	\$50	Tier III teachers