



# **School Improvement Plan**

Romulus Senior High School

Romulus 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?**

Romulus High School is a diverse comprehensive 9-12 secondary school located in the suburban city of Romulus, Michigan, in Western Wayne County. Romulus High School has withstood many transformations over the years of its existence. We are the only public high school in the city of Romulus. The school is located just west of the Detroit Metropolitan airport. The airport is located in the center of the city of Romulus, our district is divided into four sections, expanding as far as 5 to 7 miles in each direction.

Based on the 2010 census, Romulus' population was 23,989, an increase from 22,979 in 2000, making the city the 80th largest city in Michigan. Its area covers: 35.96 sq miles (93.14 km<sup>2</sup>). Racial breakdowns are as follows:

White - 43%

Black - 50.5%

Two or more races - 3.9%

Hispanic - 3.0%

Asian - 1.1%

Native American - .5%

Two or more races - 3.9%

Native Hawaiian and Other Pacific Islander alone - .1%

The unemployment rate in Romulus, MI, is 14.5%, with job growth of -3.17%. Future job growth over the next ten years is predicted to be 22.96%. The income per capita is \$20,336, which includes all adults and children. Median household income is \$44,298. The percentage of families and people whose income is below the poverty level is 16.5% (all families); 26.7% of families with children under 18 years of age are living below the poverty level.

### **Staff:**

Romulus High School consists of four administrators and 56.5 highly qualified teachers. 3.5 staff members hold Bachelor's Degrees; 53.5 staff members carry Masters' Degrees, and four staff members hold Ed Specialist or Ph.D's. We have nine Special Education Teachers and two Self-Contained Special Education/Resource Room teachers. All non-classroom based teaching staff are also highly qualified (i.e. speech teacher, social worker, school psychologist, and counselors).

### **Students:**

Romulus High School's current student enrollment for school year 2014 - 2015 totals 965. We provide quality and comprehensive education to 232 (24%) 9th graders, 262 (28%) 10th graders, 242 (25%) 11th graders, and 215 (23%) 12th graders.

Students transported as part of the Comprehensive Special Education Program (CSEP) number nine, approximately 1% of the total population. Special needs students disabilities range from moderate to severe. The breakdown by disability equates to: Speech/Language Impaired (<1%), Emotionally Impaired (1%), Other Health Impaired (<1%), Learning Disabled (9%), Autism Spectrum Disorder (<1%), Cognitively Impaired (2%), Visually Impaired (<1%), Traumatic Brain Injury (<1%), Hearing Impaired (<1%), and Physically Impaired (<1%).

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In addition, approximately four young adults receive Resource Room instruction through the LIFT program, an inclusive delivery model.

Approximately 127 (83%) of our special education students are included in general education classes; we provide additional support through our co-teaching instructed classrooms (certified general education teacher and a certified special education teacher). As a result, teachers are proficient in adapting lessons to meet the needs of students on a variety of levels and subject matter in a single classroom setting.

Our subgroups are: African American or Black American (not of Hispanic Origin) 71.7%, White (not of Hispanic Origin) 18.4%, Hispanic 2.7%, Multi-Ethnic 5.8%, Middle Eastern <1%, Asian <1%. ELL (English Language Learners) <1%, and FARMS (Free and Reduced Meals Students) 73.4%.

Unique Features:

Early College Program

Bright Futures

Michigan College Access Network

College and Career Readiness Programs

Scholarships

Career and Technical Education Programs

## **School's Purpose**

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

**Vision Statement:**

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

**Mission Statement:**

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

**Belief Statements:**

We believe learners who are respectful, responsible and resourceful embody the Romulus Way.

We believe family support and involvement is essential for academic success.

We believe all stakeholders have a responsibility to ensure that students reach their full potential.

We believe everyone is entitled to participate and learn in a safe and accepting environment.

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

We believe technology, resources and skills are essential for student success in this global society.

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

The curriculum offered to Romulus High School students embodies our mission, vision, and beliefs. We expect that all students exhibit the Romulus Way: Resourcefulness, Responsibility and Respect for themselves and others. Teachers and staff hold students to high achievement level expectations, whether the course be a general education class, Honors, Advanced Placement, or Early College. Technology usage is embedded in every content area, with expectations for students to display mastery of its usage in multiple ways throughout their career at Romulus High School. Parent and community involvement are encouraged and are nurtured through the multiple manners in which we reach out to them: electronically, by mail, by phone, etc. A culture of high expectations, and of 100% of students to be accepted to and to graduate from college, a vocational trade school or enter into the military, permeates our building.

## **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.**

Romulus High School is experiencing increased student achievement in all content areas as evidenced by the Michigan Merit Exam. We continue to strive to create a college culture in which ALL students are expected to further their education or join the military after graduation from high school. To assist us in assuring our success we have partnered with the Michigan State University College Advising Corps program. We have engaged the services of a College Advisor from Michigan State University, who works with students, parents, and faculty to increase awareness of the opportunities available through the attainment of financial aid and scholarships. The College Advisor works hand-in-hand with the school's counseling staff in these efforts. The goal of the MSU-College Advising Corps program is to increase the number of college attainment by 60% in the state of Michigan by year 2025.

Through this program we have gained the support of a full time College Adviser whose major role is to support our students transition into college. Our students have enjoyed increased scholarship monies over the past several years, with growth from just over two million dollars two years ago, to over seven million dollars last year (2013), \$2.4 million in the form of academic scholarships. This year we increased the amount of academic scholarships awarded to \$3.5 million.

We have been fortunate to be awarded a grant for the Bright Futures program, which enables us to provide free after-school homework help, tutoring, and enrichment programs (related to core content areas); this program will continue for the next three years. Romulus High School has embarked on a joint venture with Wayne County Community College District (WCCCD) in the creation of an Early College program. 38 students are enrolled in our first year; these students, and those who enroll in the future, will graduate from high school in five years with both a high school diploma and an Associates' Degree from WCCCD. The cost to the student and his/her family is minimal, as their tuition and books for their college classes are paid for by the school district.

Through our Early College Program, RHS students have the opportunity to earn an associates' degree along with their high school diploma by extending their high school experience into "Grade 13." We have just completed our first year with the program with 95% of students demonstrating success in all of their high school and first-year college classes. These students will eventually graduate from high school with their high school diploma AND an associates' degree from a local community college.

Romulus High School also offers other opportunities for students to earn college credit while in high school through our dual enrollment programs and through multiple Advanced Placement classes. For students not planning on going to a four year college or university, our CTE courses offer a wide variety of classes that give student exposure to everything from Business Management to Culinary Arts and Health Occupations. We offer Collage Articulation credit through our Career and Technical Education (CTE) courses. We also offer Concurrent Enrollment, Emergency Medical Technology course, through a partnership with WCCCD and Health Occupations.

Our special services department has successfully implemented co-teaching as an optimal strategy to meet the goal of inclusion for our special needs students. Romulus High School offers a wide and varied curriculum that meets the needs of all, yet over the course of the next three years we look forward to increasing students' experiences in real-world challenges through project based learning opportunities. We expect our students will see gains in achievement as a result.



## **Additional Information**

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

Recent events in the State of Michigan have provided Romulus Community Schools with a unique opportunity to open its doors to students from a neighboring district, Inkster. We welcoming our newest members to the Romulus Community Schools family, and look forward to blending our two communities into one. The district's vision statement, "High Expectations, High Achievement, Everyone, Everyday," continues to motivate and charge us with the highest endeavor: to educate each and every individual who enters our doors to their highest potential.

# **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.**

School Improvement Team membership at Romulus High School consists of teacher-leaders, students, administration, parents and a member of our Board of Education. Members were solicited on a volunteer basis. Parents, students and members of our community are informed of the opportunity to become members of the team via the district website, newsletters (sent electronically and through the U.S. mail), and articles in local newspapers.

Although we have a team of committed participants attending our monthly SI meetings, we expanded our team this year and developed a "SI -Special Ops" team to support our school improvement initiative. This group was identified by the school's principal to develop collaboratively a plan to enhance student achievement.

The School Improvement Team and Special Ops members have an established practice of holding monthly meetings at the school after the school day ends so that teachers, administrators, students and parents can attend. The School Improvement Team facilitator develops norms, team roles, responsibilities, and guidelines to ensure the effectiveness of the team and its membership.

The School Improvement plan is developed collaboratively to enhance student achievement. It is a decentralized, shared process.

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

Members of the School Improvement Team include 15 teachers, three parents, one student and three administrators. All members of the School Improvement Team are equally involved in Influencing the School Improvement plan. The team is responsible for data collection and disaggregation.

Members of the School Improvement Team have the following responsibilities:

- Work closely with our School Improvement Chair
- Attend 4 Technical Assistance and Professional Development Meetings
- Conduct classroom Walkthroughs
- Assist in the development of SI plan
- Help in the development of Annual Review

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

Romulus Community Schools has a district website which has a link to each building in the district and each building's School Improvement Plan. In addition, hard copies of the School Improvement plan are available in the main office for any stakeholder who does not have internet access. Staff also receives survey result throughout the year as data is being analyzed.

# 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?

Trend in enrollment (from MI School Data, Michigan.gov)

14/15: 1,000 students

13/14: 954 students

12/13: 898 students

11/12: 982 students

10/11: 1105 students

The biggest challenge is the drop in enrollment from 2010 to 2013, enrollment dropped over 200 students. The last two years, enrollment has been slowly increasing (about 50 students a year). Although we have seen a slight increase, we still have not recovered from our 2010 numbers.

Part of the increase in 2013/2014 resulted from the closing of the Inkster School district. Possible causes for decreased enrollment include the loss of students to surrounding districts (including Charter Schools), as well as the poor economy and families moving out of the district/state.

### Student Demographic Data

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

Trend in attendance (from MI School Data)

13/14: 94.3% attendance rate (261 students (27.3%) considered "chronically absent")

12/13: >95% attendance rate (206, or 23.2% chronically absent)

11/12: 94.2% attendance rate (287, or 29.5% chronically absent)

It appears that the biggest challenge in attendance is that there is a fairly large pool of students who are chronically absent. Despite this, the overall attendance rate is steadily high.

### 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?

Trends in behavior (from Mistar - decision support tool reports)

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14/15: # ODRs=1709; #OSS=766 (still have months of May and June, not included)

13/14: # ODRs=1802; #OSS=852

12/13: # ODRs=1524; #OSS=632

Challenges: increases in ODRs and OSSs correlate somewhat with the slight increase in enrollment. 14/15 school year began alternatives to suspension (suspension to work, etc) - may see an overall reduced number of OSSs by the end of the year.

### Student Demographic Data

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

Enrollment:

Romulus High School has many positive attributes. We have a highly qualified staff. We have a solid CTE program that offers many opportunities for our students to gain college and articulation credit. We also provide an Early College program through a partnership with Wayne County Community College District. This is just a few of the many things we have to offer.

We feel that we would see an increase in enrollment if we develop a concrete marketing strategy that will educate people on the many positive programs and support services that we have to offer.

Attendance:

Although attendance is truly a challenge, we are constantly evaluating our current policies and making adjustments to address these chronic issues. We also maintain communications with parents and maintain flexibility in our policies that will allow us to deal these issues on a case by case base. Our PBIS team has developed a variety of programs that focus on teacher to student mentoring and reward based incentives.

Behavior:

Behavior is also a challenging issue. Over the past few years we have transition through multiple changes in leadership. We believe that through our current leadership we will have an opportunity to maintain consistency in our behavior policies and will start to see a decrease in behavioral infractions.

### 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?

Over the past few years we have had to make many transitions due to multiple changes in leadership. Although our teaching staff at the high school has been somewhat consistent, our administrative staff at the high school and at central office has fluctuated quite a bit.

Leadership Experience with Romulus:

Superintendent - 2 years

Curriculum Director - 1 year

Special Education Director - 3 years

Principals at High School - 1 year

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Assistant Principal (1) - 7 years

Assistant Principal (2) - 3 years

We believe that through our current leadership we will have an opportunity to maintain consistency in our policies and will start to see an increase in student achievement.

### 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?**

Having teachers with varying levels of experience brings diversity to our school. The newer teachers (classified as 0-5 years exp.) bring fresh and new ideas along with energy and exuberance. The more seasoned teachers bring stability, wisdom, and structure. The students are able to get the best of both worlds with having a variety.

Experience: (53 teachers total)

10 staff with 0-5 years

5 staff with 6-10 years

19 staff with 11-15 years

17 staff with 16-20 years

0 staff with 21-25 years

2 staff with 26+ years

### 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?**

In the future, most professional development opportunities are going to be focused at the building level, reducing the need for teachers and administrators to attend workshops, etc., out of the building. This will enable us to provide critical professional development that is very close to the needs of our students as designated in our School Improvement plan, while providing teachers with more one on one instruction.

We will also be increasing our focus on 'wellness' by collaborating with Oakwood Hospital through our new Romulus Teen Health Center.

### 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?**

Personal Illness, Family Illness, and School Business are the 3 largest categories that makeup teacher absences. The potential effect is the students are missing valuable class time with their teacher and thus may miss out on learning opportunities and Common Core/State

standards resulting in lower test scores.

The Healthy Living Advisory committee could examine the issue of personal/family illness and suggest/develop solutions. Administration can continually examine what professional development is necessary and identify an alternative scheduled that would not interrupt student instruction.

**Cause of Teachers absences:**

17 days due to Comp time

7 days due to Bereavement

38 days due to FMLA

12 days due to Union Business

199 days due to School Business

15 days due to Jury Duty

17 days due to Personal Business

161 days due to Family Illness

234 days due to Personal Illness

21 days due to AWOP

TOTAL 721 days

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

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

We are continuing to reach out to community groups and leaders (ie, the ministerial alliance, city hall, local realtors) to ensure that we are providing the educational services wanted/needed by those in Romulus. We seek out this information in small forums, meetings, surveys, etc. We will continue to address the needs of our community by moving out into the district, as well as surrounding districts, making our presence known and seeking out the advice as well as the requests community members and leaders have of our schools.

(This summer administration has identified at least six different local festivals/gatherings which we will attend for this purpose as well as to recruit). Also we have personnel that attend recruiting fairs at local charter and middle schools, partly to recruit, and partly to take the pulse of what people in our area are looking for in a high school.

In so far as the demographic make-up of our teachers/school leaders, our hiring practices promote equal opportunities for all. We make a concerted effort to seek out individuals on staff from a variety of areas and backgrounds to participate as well as to lead district initiatives and school committees..

## **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?**

The strands/standards/indicators that stand out as strengths are the following:

Standard 3 - Teaching and Assessing for Learning from include indicators 3.8 (Family engagement) and Standard 4 - Resources and Support systems from indicators 4.4 (use of media resources) in which we had a rating of 4.

The standard which had the highest overall rating was Standard 4 - Resources and Support System with an average rating of 3.

### **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?**

The indicator that stood out as our biggest challenge was:

Standard 3 - Teaching and Assessing for Learning, indicator 3.4 (Leadership monitoring instructional practices) in which we had a rating of 1.

Standard 5 - Using Results for Continuous Improvement. Overall average rating of 2.4.

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

Struggling in the area of teaching and assessing learning and using results for continuous improvement has a direct impact on student achievement. It is impossible to achieve our goals without constructive feedback and consistent and frequent support from administration. Administration has not had time to truly dedicate adequate time to this issues due to relevant unforeseen circumstances. Inadequate efforts, also due to time restraints, to process, analyze, and address data findings to fill gaps in student achievement also plays a major role in facilitating our student achievement.

### **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.**

Work with our Curriculum Director and Data Coach on developing a more consistent and concrete strategy that will assist in the process of analyzing data. Establish a mandatory meeting schedule that will allow consistent monitoring and evaluation of our plan. Establish a timeline that will include strategies, implantation, and monitoring efforts. Develop more cohesiveness among administration, staff, and the school improvement/special ops team. Establish a plan that ensures more opportunities for communication with all stakeholders.

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

Students with disabilities have access to Co-teaching, tutoring, Bright Futures, IDEA, Early College Program, and Mentoring program.

Romulus Community School has procedures, processes, and people in place to ensure students with disabilities have access to the full array of intervention programs available via. Title I, Title III, Section 31a, IDEA, credit recovery, extended learning opportunities. Overseeing the special services department is a director. The director develops and maintains process and procedures that adhere to IDEA via a district manual and regular professional development at all the buildings. The director coordinates with the curriculum director to allocate funds and resources from Title 1, Title 11, and Title 31 A to support programs for students with disabilities. In addition the director organizes committees to develop programs that increase opportunities for credit recovery and extended learning. The district has recently adopted a formal personal curriculum policy and continues to offer e 20/20 and home based services for students with disabilities.

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

#### Student Government - Grades 9-12

Student Government provides an opportunity for students to engage in a structured partnership with teachers, students, school administration, and community members in the operation of their school. The goal of student government is to try to improve the quality of our school and give back to the community. Being a member gives students an opportunity to acquire communication, planning and organizational skills that will benefit them in their future lives. Some of the activities we plan and participate in include our annual Homecoming Celebrations, hosting pep assemblies, and participating in various service and leadership development opportunities.

#### Business Professionals of America - Grades 9-12

BPA: Business Professionals of America is a national career and technical student organization consisting of 23 state associations and more than 54,000 members. The organization serves students who are currently, or were previously enrolled, in a business education program.

BPA is a co-curricular activity that is designed to develop leadership abilities, competency in business occupations and interest in the American business system. (this info is from the Michigan BPA website)

#### Family Career and Community Leaders of America,(FCCLA) - Grades 9-12

Family, Career and Community Leaders of America is a national Career and Technical Student Organization that provides personal growth, leadership development, and career preparation opportunities for students in Family and Consumer Sciences education. FCCLA students participate and organize projects independently as well as part of a team. There are multiple leadership development and service opportunities throughout the year.

#### Jazz Band - Grades 9-12

Jazz Band: Jazz Band is aimed at students who are musically advanced, and would like to perform challenging and diverse repertoire. Students will study a combination of Jazz, Big Band, Latin, and Rock music, in addition to learning the basics of music theory and improvisation. Jazz band is open to all music students grades 10-12, and grade 9 students with special permission.

#### Drama Club- Grades 9-12

Romulus High School Drama club is an organization comprised of students ranging from 9th grade to 12th grade. It is a place where students

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can artistically express themselves on stage through acting, singing and dancing. Students are exposed to different aspects of theatre such as vocal music, warm ups, acting techniques, set design, and tech crew. Drama club usually consists of one to two plays and skits each school year where students are awarded the opportunity to showcase their talents. The Romulus High School Drama club is committed to giving students a chance to expose themselves to the area of performing arts.

### LIFT (Learning Independence For Transitioning) - Age 18-26

A Special Education program designed to help young adults transition into post-secondary life. We are dedicated to helping young adults meet their goals and achieve independence. We service adults with special needs from ages 18-26 years of age.

### Eagle Soar Student Mentors - Grades 12

Eagle Soar Mentors can be selected as early as the 10th grade. The program is designed to help transition freshman into the high school culture by providing them with a mentor who will be available to them as needed. The mentors are selected from interested candidates, who are interviewed, participate in 8th grade Moving Up Day, and then are assigned to particular students for the next school year. Mentors do not need to have good grades, but more a willingness to be part of a change for good in the school.

### Early College - Grade 10

Romulus Early College is a bold approach, based on the principle that academic rigor, combined with the opportunity to save time and money, is a powerful motivator for students to work hard and meet serious intellectual challenges. Early college high schools blend high school and college in a rigorous yet supportive program, compressing the time it takes to complete a high school diploma and the first two years of college.

### Bright Futures - Grades 9-12

The main goals of the program is to increase:

- academic achievement
- student learning in non-academic areas
- student knowledge of career options and how to achieve them
- the experience of students transitioning to the next level
- the literacy of parents in the skills that will help their children in English Language Arts and math
- student self-efficacy through leadership experiences and service learning
- grit and a growth mindset through trying new things, perseverance, and the belief that ability and skill are developed through dedication to hard work.

### Debate Team - Grades 9-12

Debate is an intellectual sport that promotes increased vocabulary, improved intellect, effective argumentation styles and improved speaking skills. Practice takes place each Monday and Wednesday's from September-March. Our forum to shine is during tournaments. There is one tournament per month (except January) from September-March on Wayne State University's beautiful campus.

### Credit Recovery - Grades 9-12

Our Credit Recovery program enables a student to recover one or many credits in a manner flexible to the needs of the school as well as the student. The administrator may assign credit recovery work ranging from a section missed or failed by a student up to an including the entire course. The flexibility of our program enables this credit recovery to begin at any time during the school year which can be critical for student advancement to the next grade level or graduation. The students will utilize curriculum provided through Edgenuity, this program is also delivery method of summer school instruction, enabling a limited number of administrators to offer credit recovery in a wide number of subjects.

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With an instructional model grounded in research, Edgenuity's courses combine rigorous content with direct-instruction videos from expert, on-screen teachers, multimedia, and interactive learning tools and resources to engage and motivate students.

### National Honor Society - Grades 10-12

The National Honor Society (NHS) is the nation's premier organization established to recognize outstanding high school students. More than just an honor roll, NHS serves to honor those students who have demonstrated excellence in the areas of scholarship, leadership, service, and character. These characteristics have been associated with membership in the organization since its beginning in 1921. Romulus High School requires members to maintain a 3.5 GPA and complete and 40 hours of community service.

### Health Occupations Students of America - Grades 11-12

HOSA stands for "Health Occupations Students of America," it is a national student organization that is endorsed by the U.S. Department of Education and the Health Science Education Division of ACTE. HOSA's mission is to promote career opportunities in the healthcare industry and to enhance the delivery of quality healthcare to all people.

As members of HOSA students are allowed the opportunity to compete in a host of events against their peers in other local and national HOSA chapters. Participating in HOSA gives students the chance to network and meet with many of their future healthcare colleagues.

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

Risk indicators, student requests, self-assessments, teacher recommendations, flyers, conferences, presentations, orientations, newsletters, financial aid night, home visits, and IEP.

### **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?**

Curriculum mapping, Teacher Evaluations (Personal Growth Plans), Professional Development Training - Unwrapping the standards, Process Data, Achievement and Outcome Data.

### **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.**

Currently working towards implementing a consistent process, data being used for programming, funding for health clinic, and connecting with community resources that will support our after school and summer programs.

## **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**

Based on the 2014 MME Data Romulus Students show Reading strengths in the following areas: Meaning beyond Literal which is demonstrated by our students continuously being able to make personal connections when reading both nonfiction and fiction texts- resulting in them being able to accurately recall details with which they have made personal connections. They are able to visualize and see beyond the written word to gather implied or inferred meanings (multiple word definitions/usage).

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

Based on the 2014 MME Data RHS students struggle with identifying elements and organizational patterns of both literary and expository texts. Students fail to use pre-reading/preview strategies (e.g. activating prior knowledge, inference, organizational patterns, etc...) when reading a variety of texts to aid in comprehension. They do not accurately infer information from context clues and struggle with vocabulary both acquisition through textual exposure and usage in their daily interactions with peers and teachers. Students struggle with sustained reading stamina resulting in lower test scores on assessments where lengthy or many passages were presented.

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

Based on 2010-2014 MME data, the number of students in the Advanced Level 1 category increased by 50% (4% to 6%). Based on historical classroom data as gathered from the classroom teachers, the students have become more adept at identifying elemental patterns and comprehending fictional texts as opposed to nonfictional.

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### 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.**

The 2014-2016 RHS School Improvement Plan will address the deficits in Reading by incorporating more departmental collaboration time to develop reading apprenticeship lessons and activities that will directly impact the students performance in the areas of inference and reading stamina. The SIP will also incorporate the six step Academic Vocabulary strategy which allows the student to activate prior knowledge leading to an increase in test scores. To assist with student's deficits in the areas in preview/pre-reading strategies and comprehension the SIP will include the addition of the Thinking Maps model for organizing and storing information. We feel that the addition of these peer-reviewed strategies will lead to increased performance in the classroom and on standardized assessments.

### 20a. Writing- Strengths

Based on teacher classroom observations, RHS students excel in writing personal narratives and providing examples that are connected to their personal experiences. Students are strong in self-expression and personal reflection writings.

### 20b. Writing- Challenges

Based on the 2014 MME data, our students struggle with establishing and following a writing process, and although they showcase strengths in producing or providing examples they falter at elaborating on these examples(evidence, citations, etc...) creating unsubstantiated claims and high incidences of plagiarism in student papers. Student struggle with structure and organization particularly in the areas of conventions and fluency. The students also demonstrated as measured by both the MME and teacher classroom observation a weakness in the area of adapting language and word choice to reflect the for which audience they are writing (e.g. usage of colloquial expressions and other informal language in formal research/expository writings).

### 20c. Writing- Trends

Based on teacher observation of students in their classrooms, students tend to write well within their comfort zones: writing about

themselves, using first person. Students need more training and exposure to the writing process including language/word choice and grammatical conventions.

### 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.**

The 2014-2016 School Improvement Plan will incorporate more departmental planning time for the inclusion of 6+1 writing traits in every ELA course. Teachers will collaborate to create lesson plans and activities that identify the traits and how they are to be included in the writings of each student in every class. The staff will continue to utilize Academic Vocabulary and Thinking Maps to aid in the organization and language/word choice areas of student writings.

### 21a. Math- Strengths

Our students have a willingness to learn. Based on MME (2014) - strength in calculations/algorithms and function families; no data from prior years

### 21b. Math- Challenges

Our students lack grade-level skills in data analysis, number sense, algebra and geometry. Based on MME (2104) - weaknesses in transformation of figures and probability, problem solving 81% not proficient (current reality).

### 21c. Math- Trends

## School Improvement Plan

Romulus Senior High School

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Our students are consistently below grade-level in data analysis, number sense, algebra and geometry.

PLAN: scores consistently down every year= 2012 17.5% were ready; 2013 13.9%; 2014 12.2%.

ACT: After using this diagnostic data, the ACT scores for readiness have actually gone up: 2012 9.9%; 2013 16.7%; 2014 13.3% - showing a general increase from our starting point at 2012 after the data was being used

MME: 2010 - 60% NOT PROFICIENT; 2014 = 56% not proficient from 2010 to 2014 - from 30% to 34% partially proficient; 4% increase 2010 to 2014 from 10% to 9% proficient, and 0% to 2% advanced; 2% increase

NWEA (winter 2015) grade 9: state norm is 234/RHS is 222 grade 10: state norm is 235/RHS is 221.5 (13.5 RIT lower) (winter 2014) gr 9: state norm 234.9/RHS 220.7 (14.2 below state norm). Grade 10: state norm 236.6/RHS 224.7 (11.9 lower)

### 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.**

Overall scores are below state levels and are declining as school population changes yearly.

NWEA trend - every year, the 9th grade entry failure rates are higher 2 to 4% for the past 3 yrs. These challenges are minimally addressed in our school improvement plan. However, we're developing tiered intervention strategies that we hope will ameliorate some of these issues.

### 22a. Science- Strengths

Reading and understanding charts, diagrams, and graphs throughout the content. According to the MME 2013 - 2014; Inquiry and reflection (39.4% proficient - majority of test), Motion of objects (51.4% proficient), and Forces & motion (53.8% proficient). Class assessments reflect results from standardize test

### 22b. Science- Challenges

Understanding the units and mathematical equations to solve Physics concepts, earth systems, and energy. According to MME data from 2011 - 2014 70% of students are not proficient, According to the MME 2013 - 2014, Energy (12.6% below state average), and Fluid Earth

(15% below state average). Students are partially proficient but the challenge is moving them beyond that.

**22c. Science- Trends**

25-35% growth from the pretest to the post test. Increase in proficiency over the years, but still reaching state qualifications

**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.**

According to MME data from 2011 - 2014

Students increased proficiency to 11% over a 3 year period

Success has been made over a 3 year period of moving students from a level of non-proficient (level 4) to a low level of proficiency (level 2)

Over three year period students fell below state average by a percentage of:

2011 - 2012 State 26% RHS <10%

2012 - 2013 State 26% RHS <10%

2013 - 2014 State 28% RHS 11%

**23a. Social Studies- Strengths**

From the years of 2012 to 2014, the numbers of proficient and advance students has doubled from 10.6% to 20.9%, while the number of non-proficient students has decreased. Inquiry questions in Social Studies are virtually even now with state averages...a difference of only 2%

**23b. Social Studies- Challenges**

The partially proficiently scores decreased while the non-proficient increased. Romulus High moving closer the state average is a challenge.

**23c. Social Studies- Trends**

## School Improvement Plan

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The trend dipped in 2011-2012 from 20% proficient to 11% and then increased back to 20% in 2013-2014.

Specifically our scores increased and got closer to state averages in All Social Studies categories from the 2012-13 school year to the 2013-14 school year

MME Question Group Breakdown (Romulus Averages/State averages)

2011/12:

a. There is no question breakdown from the 2011-12 school year.

2012/13:

a. 23.3/48 Wold His and Geo,

b. 13.3/61 US His and Geo,

c. 33.3/45 Civic,

d. 22.3/50 Econ,

e. 33/63.3 Inquiry

2013/14

a. 35.2/46 Wold His and Geo,

b. 50.8/63 US His and Geo,

c. 41.6/53.3 Civic,

d. 45.4/56.7 Econ,

e. 45.4/48.3 Inquiry

### 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.**

The challenges of moving toward state averages in the MME Social Studies question breakdown will be met through continued professional development of Thinking Maps and Academic & Content vocabulary. In addition, the Social Studies department will centralize the pre/post test data for further data analysis by the Social Studies department. The department will continue to work toward each individual student increasing from their pre to post test 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?**

Section 1: Purpose and Direction

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

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

Section 4 - Resources and Support Systems and Section: 5 - Using Results for Continuous Improvement

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

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

We need to re-evaluate and create a plan that will address the way we communicate our programs and successes to the community and student body. We will make sure to consider students opinions and include them in the development process.

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

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

Section: 1 - Purpose and Direction

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

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

Section: Governance and Leadership

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

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

Governance and Leadership: We will support and develop a parent power team that will have the opportunity to sit on various committees and help in the development and distribution of our parent newsletters. This team will also help with orientation and activities and events at the high school.

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

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

Section: Purpose and Direction

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

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

Section: Teaching and Assessing for Learning

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

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

The School Improvement team will provide more opportunities for staff to communicate their concerns. We will address concerns and issues specific to content areas.

We will also utilize staff meeting, department meetings, and focus groups to address the following:

- \* Instructional strategies and interventions for address individual learning needs of students.
- \* Common grading and reporting polices across grade levels and courses based on clearly defined criteria.
- \* Formal processes that promotes discussion about student learning (action research, examination of student work, reflection, study teams, and peer coaching).

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

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

Section 1 Purpose and Direction

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

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

Indicator 4.1: Resources and Support Systems

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

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

Lack of community awareness through marketing and opportunities for parent involvement will be addressed.

## Summary

### 28a. Summary

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

Strengths:

Reading: Our students are strong Making personal connections, forming mental pictures, answering questions that are "right there" in the text, reading short passages.

Challenges:

### 28b. Summary

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

See Stakeholder Feedback Diagnostic

### 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?**

See Stakeholder Feedback Diagnostic

# **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      | Students grades 1-5 are not housed in our building. |            |

| 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.romulus.net/sites/default/files/District/Curriculum-Assessment/Annual-Reports-School-Improvement-Plans/RHS-2013-14-AER.pdf">http://www.romulus.net/sites/default/files/District/Curriculum-Assessment/Annual-Reports-School-Improvement-Plans/RHS-2013-14-AER.pdf</a> |            |

| Label | Assurance  | Response | Comment  | Attachment |
|-------|--|----------|--|------------|
| 3.    | Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file. | Yes      | Each student develops an EDP which is on file. |            |

| Label | Assurance  | Response | Comment  | Attachment |
|-------|--|----------|--|------------|
| 4.    | Our school reviews and annually updates the EDPs to ensure academic course work alignment. | Yes      | Each student meets annually with his or her counselor to make appropriate updates to the EDP |            |

| 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.<br>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      | The Romulus Board of Education has a policy manual which contains assurances that all buildings in the district comply fully with the aforementioned laws and acts. |            |

| 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      | Mr. Gary Banas, Director of Human Resources<br>Romulus Community Schools<br>36540 Grant Road<br>Romulus, MI 48174<br>734-532-1663 |            |

## School Improvement Plan

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

| <b>Label</b> | <b>Assurance</b>  | <b>Response</b> | <b>Comment</b> | <b>Attachment</b>     |
|--------------|---|-----------------|----------------|-----------------------|
| 8.           | The institution has a School-Parent Compact. If yes, please attach the School-Parent Compact below. | Yes             |                | School Parent Compact |

| <b>Label</b> | <b>Assurance</b>   | <b>Response</b> | <b>Comment</b>  | <b>Attachment</b>                         |
|--------------|--|-----------------|---|---|
| 9.           | The School has additional information necessary to support your improvement plan (optional). | Yes             | See "2015-2016 ROMULUS HIGH SCHOOL PROFESSIONAL DEVELOPMENT CALENDAR" | 2014.15 Provided Professional Development |

# **2015-16 Plan for School Improvement Plan**

## Overview

### Plan Name

2015-16 Plan for School Improvement Plan

### Plan Description

2015 - 2016 School Improvement Plan

## 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 will increase mathematics proficiency.                    | Objectives: 1<br>Strategies: 3<br>Activities: 6 | Academic       | \$1000        |
| 2 | All students will increase their reading proficiency.                  | Objectives: 2<br>Strategies: 3<br>Activities: 6 | Academic       | \$0           |
| 3 | All students will be proficient in Science.                            | Objectives: 1<br>Strategies: 3<br>Activities: 5 | Academic       | \$0           |
| 4 | All students will demonstrate proficiency in Social Studies.           | Objectives: 1<br>Strategies: 3<br>Activities: 7 | Academic       | \$1500        |
| 5 | All students will be proficient in their writing in all content areas. | Objectives: 1<br>Strategies: 3<br>Activities: 7 | Organizational | \$1000        |

## Goal 1: All students will increase mathematics proficiency.

### Measurable Objective 1:

32% 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 NWEA, M-STEP and ACT Standards in Mathematics by 06/12/2015 as measured by the percentage of students proficient in Math on the NWEA, M-STEP, and the ACT assessments..

### Strategy 1:

Academic Vocabulary - All Mathematics teachers will incorporate academic vocabulary instruction into their classroom lesson plans. The teachers will first introduce through lecture/demonstration those content area identified Tier 2 words and content specific terminology to help build student's background knowledge. Then through repetition and scaffolding in lesson plans and through prominent display in their classrooms, they will expand their student's content capacity which will result in an increase in proficiency. Success will be monitored and measured through the teacher's data analysis of formative and summative assessments that are used in the classroom.

Category:

Research Cited: Marzano, R. and Pickering, D. (2010) Building Academic Vocabulary: A Framework for Direct Instruction, ASCD, Alexandria, VA.

Marzano, R. (2004). Building background knowledge for academic achievement research on what works in schools. Alexandria, VA: Association for Supervision and Curriculum Development.

Marzano, R., Pickering, D. and Pollock, J. (2001) Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement, ASCD, Alexandria, VA

Tier:

| Activity - Professional Development in Academic Vocabulary | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
|--|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|

## School Improvement Plan

Romulus Senior High School

|   |                       |  |               |            |            |     |                     |   |
|---|-----------------------|--|---------------|------------|------------|-----|---------------------|---|
| Professional development will be provided to all teachers. The six steps for teaching academic vocabulary will be introduced, practiced and implemented in the classrooms. This activity will be introduced during the 14-15 school year with periodic reviews/modifications based assessment data and staff input. | Professional Learning |  | Getting Ready | 09/17/2014 | 06/17/2016 | \$0 | No Funding Required | Principal, Assistant Principals, Instructional Lead Team members, Professional Learning Community staff |
|---|-----------------------|--|---------------|------------|------------|-----|---------------------|---|

| Activity - Academic Vocabulary   | Activity Type                             | Tier | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible  |
|--|---|------|-----------|------------|------------|-------------------|---------------------|--|
| An academic vocabulary coach will work with all mathematics, career/ technical and extension program teachers to improve academic vocabulary practices. The teachers will work collaboratively in their professional learning communities (PLC) to create specific vocabulary lists for each math course . | Teacher Collaboration, Direct Instruction |      | Implement | 09/17/2014 | 06/17/2016 | \$0               | No Funding Required | Math PLC staff, Building administrators, Academic Vocabulary Coach |

| Activity - Observation of staff   | Activity Type       | Tier | Phase | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible   |
|---|---------------------|------|-------|------------|------------|-------------------|---------------------|---|
| Building Administration will observe and evaluate academic vocabulary practices being used by staff. Using walk-throughs and Professional Growth Plan (PGP) data building administration in conjunction with ILT (department heads/administrators) and School Improvement Special Ops members will monitor the implementation of the academic vocabulary schoolwide initiative. | Evaluation, Monitor |      |       | 11/05/2014 | 06/17/2016 | \$0               | No Funding Required | Building Administration (Principal, Assistant Principals), ILT members, and PLC staff |

### Strategy 2:

Problem Solving - All mathematics and science staff will receive training in the I.D.E.A.L. (Identify, Define, Explore, Act, Look back) problem solving model. The teachers will incorporate this model into their daily teaching practices to increase students' problem solving abilities. I.D.E.A.L. will provide a common language and framework across the math and sciences curricula.

Category:

Research Cited: Canter, A (2004). A Problem Solving Model for Improving Student Achievement, Principal Leadership, May 2004.

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

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

## School Improvement Plan

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Tier:

| Activity - Problem Solving  | Activity Type                 | Tier | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible                 |
|---|-------------------------------|------|-----------|------------|------------|-------------------|---------------------|-----------------------------------|
| Staff will display problem solving models in their classrooms. Staff will teach students the steps in the problem solving model in order to create a common language across the curriculum. | Materials, Direct Instruction |      | Implement | 09/02/2014 | 06/17/2016 | \$0               | No Funding Required | Math and Science department staff |

### Strategy 3:

Thinking Maps - All staff will receive training in the implementation and usage of Thinking Maps. The staff will coordinate within their PLCs a plan of teaching the various maps to their students. The students will have practice in all classes with selecting the appropriate map and using this map to aid in comprehension and application of knowledge. After implementation, the PLCs will begin to monitor the effectiveness of this strategy through their data analysis of standardized and in-class assessments.

Category:

Research Cited: Holzman (2004) Thinking Maps: Strategy Based Learning for English Language Learners and Others, SCOE, Santa Rosa, CA.

Manning (2003). Improving Reading Comprehension through Visual Tools, Eastern Nazarene College.

Edwards (2011) Utilizing Thinking Maps to Promote Reading Comprehension and Motivation to Read, Oakland University, Oakland, MI

Weis (2011) The Effect of Thinking Maps on Students Higher Order Thinking Skills, California State University, Northridge, CA

Tier:

| Activity - Thinking Maps  | Activity Type      | Tier | Phase | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible  |
|---|--------------------|------|-------|------------|------------|-------------------|-------------------|--|
| Teachers will instruct students in the use of Thinking Maps across the curriculum in order to enhance their ability to learn: visual learning is greater than any of the senses, enables students to make concrete images of their abstract thoughts, enable students to organize information visually. Thinking Maps combines brainstorming with a structure of specific graphic organizers with visual patterns to enhance deep, critical thinking. Thinking Maps provide a common visual language in classrooms and through the whole school and district. | Direct Instruction |      |       | 09/03/2013 | 06/12/2014 | \$1000            | Title II Part A   | Superintendent, Principal, Assistant Principals, All Staff |

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

## School Improvement Plan

Romulus Senior High School

|  |                                  |  |  |            |            |     |                     |  |
|--|----------------------------------|--|--|------------|------------|-----|---------------------|--|
| School Improvement Special Ops team members in conjunction with the ILT will observe through walk-through the thinking maps practices of building staff. The administrative team during their PGP meetings and independent walk-throughs will observe and evaluate the staff's implementation fidelity, progress, and practices of the thinking maps strategy. | Walkthrough, Evaluation, Monitor |  |  | 09/02/2014 | 06/17/2016 | \$0 | No Funding Required | Principal, Assistant Principals, ILT, School Improvement Team: Special Ops members |
|--|----------------------------------|--|--|------------|------------|-----|---------------------|--|

## Goal 2: All students will increase their reading proficiency.

### Measurable Objective 1:

48% of Ninth, Tenth and Eleventh grade students will demonstrate a proficiency increase in Reading by 06/11/2015 as measured by the NWEA, ACT, and M-STEP reading assessments.

### Strategy 1:

Academic Vocabulary - All English Language Arts (ELA) Teachers will create and build upon lists of key reading vocabulary terms and Tier 2 words for every ELA course. By building the student's background knowledge the teachers will begin to plan enrichment lessons that increases the student's comprehension skill subsets producing higher test scores.

Category:

Research Cited: Marzano, R. and Pickering, D. (2010) Building Academic Vocabulary: A Framework for Direct Instruction, ASCD, Alexandria, VA.

Marzano, R., Pickering, D. and Pollock, J. (2001) Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement, ASCD, Alexandria, VA.

Jacobs, H. (2010) Curriculum 21: Essential Education for a Changing World, ASCD, Alexandria, VA.

Tier:

| Activity - Academic Vocabulary  | Activity Type                             | Tier | Phase | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible  |
|---|---|------|-------|------------|------------|-------------------|---------------------|--|
| An academic vocabulary coach will work with all English Language Arts (ELA), career/ technical, and extension program teachers to improve academic vocabulary practices. The teachers will work collaboratively in their professional learning communities (PLC) to create specific vocabulary lists for each math course | Teacher Collaboration, Direct Instruction |      |       | 11/05/2014 | 06/12/2015 | \$0               | No Funding Required | Principal, Assistant Principals, ILT, PLC's, School Improvement Team |

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

## School Improvement Plan

Romulus Senior High School

|   |                       |      |       |            |            |                   |                     |   |
|---|-----------------------|------|-------|------------|------------|-------------------|---------------------|---|
| Building Administration will observe and evaluate academic vocabulary practices being used by staff. Using walk-throughs and Professional Growth Plan (PGP) data building administration in conjunction with ILT (department heads/administrators) and School Improvement Special Ops members will monitor the implementation of the academic vocabulary schoolwide initiative. | Evaluation, Monitor   |      |       | 11/05/2014 | 06/17/2016 | \$0               | No Funding Required | Principal, Assistant Principals, ILT, PLC's, School Improvement Team                                    |
| Activity - Professional Development in Academic Vocabulary  | Activity Type         | Tier | Phase | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible   |
| Professional development will be provided to all teachers. The six steps for teaching academic vocabulary will be introduced, practiced and implemented in the classrooms. This activity will be introduced during the 14-15 school year with periodic reviews/modifications based assessment data and staff input.   | Professional Learning |      |       | 09/17/2014 | 06/17/2016 | \$0               | No Funding Required | Principal, Assistant Principals, Instructional Lead Team members, Professional Learning Community Staff |

### Strategy 2:

Reading Apprenticeship -ELA - All ELA staff will receive training in the Reading Apprenticeship Framework and begin to implement the framework into their daily teaching practices. ELA teachers will focus the meta-cognitive abilities and comprehension skills components of the RA model. The ELA PLC will monitor their department's implementation of the RA models, collaborate on curriculum integration for all ELA courses and document student progress as demonstrated by the student's mastery of the pre/post and course final exams.

Category:

Research Cited: Biancarosa and Snow. (2006) Reading Next: A Vision for Action and Research in Middle and High School Literacy. Alliance for Excellent Education, Carnegie Corporation, New York

Torani, C. (2005) The Power of Purposeful Reading, ASCD, Alexandria, VA

\_\_\_\_\_ (2002) Reading Apprenticeship: Strategic Literacy Initiative, WestEd.

Tier:

| Activity - Observation of RA Model and Staff Evaluation | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
|---|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|

## School Improvement Plan

Romulus Senior High School

|  |                                  |  |  |            |            |     |                     |   |
|--|----------------------------------|--|--|------------|------------|-----|---------------------|---|
| ELA department will continue to present lesson plans/activities in departmental meetings providing feedback and re-teaching on the various model components as necessary. The Building administration in conjunction with the leadership team (ILT) will conduct walkthroughs to monitor staff implementation. | Walkthrough, Evaluation, Monitor |  |  | 09/02/2014 | 06/17/2016 | \$0 | No Funding Required | English Department PLC, support staff, Building Administration, Instructional Lead Team |
|--|----------------------------------|--|--|------------|------------|-----|---------------------|---|

| Activity - Teacher Collaboration- Curriculum Development   | Activity Type                                 | Tier | Phase | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible                                 |
|--|---|------|-------|------------|------------|-------------------|---------------------|---|
| All ELA teachers will meet at least once monthly to create through collaboration lesson plans and activities that model the RA strategy and provide opportunities for the teachers to develop and prepare supplemental materials as needed to teach the lessons with fidelity. | Curriculum Development, Teacher Collaboration |      |       | 09/17/2014 | 06/17/2016 | \$0               | No Funding Required | English Department staff, Building Administration |

### Measurable Objective 2:

37% of All Students will demonstrate a proficiency in comprehension across the curriculum in Reading by 06/12/2015 as measured by successful completion (70% or better) in their content area's pre, post, chapter, and final exams..

### Strategy 1:

Thinking Maps - Each department will collaborate to form a PLC that will create common goals and produce benchmark materials that will be utilized within their courses. Each PLC will produce common assessments and plan their administration timelines to ensure adequate time for curriculum modifications as test data dictates.

Category:

Research Cited: DuFour, R. (1998). Professional Learning Communities that Work: Best Practices for Enhancing Student Achievement, Solution Tree.

Tier:

| Activity - Monitoring of Professional Learning Communities   | Activity Type              | Tier | Phase | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible  |
|--|----------------------------|------|-------|------------|------------|-------------------|---------------------|--|
| Building and District administration will monitor the progress and effectiveness of each PLC through meeting participation, classroom walkthrough, and informal/formal evaluation conferences. | Other, Evaluation, Monitor |      |       | 09/01/2015 | 06/17/2016 | \$0               | No Funding Required | Principal, Assistant Principals, and District Curriculum Director. |

### Goal 3: All students will be proficient in Science.

**Measurable Objective 1:**

30% 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 concepts and skills in Science by 06/11/2015 as measured by their successful completion (70% or higher) of their science course exams and the 11th grade Science M-STEP assessment..

**Strategy 1:**

Thinking Maps - All staff will continue to receive training in the implementation and use of Thinking Maps across the curriculum in order to enhance their ability to learn: visual learning is greater than any of the senses, enables students to make concrete images of abstract thoughts, and enables students to organize information visually. Thinking Maps enhances deep, critical thinking and provide a common visual language in classrooms and through the whole school and district.

Category:

Research Cited: Holzman (2004) Thinking Maps: Strategy Based Learning for English Language Learners and Others, SCOE, Santa Rosa, Ca.

Manning (2003) Improving Reading Comprehension through Visual Tools. Eastern Nazarene College.

Edwards (2011) Utilizing Thinking Maps to Promote Reading Comprehension and Motivation to Read, Oakland University, Oakland, MI.

Weis (2011). The Effect of Thinking Maps on Students Higher Order Thinking Skills, California State University, Northridge, CA.

Tier:

| Activity - Monitoring Thinking Maps                               | Activity Type | Tier | Phase | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible   |
|---|---------------|------|-------|------------|------------|-------------------|---------------------|---|
| The implementation and use of Thinking Maps across the curriculum | Monitor       |      |       | 09/03/2013 | 06/12/2014 | \$0               | No Funding Required | Principal, Assistant Principal, ILT, School Improvement Team, All Staff |

**Strategy 2:**

Academic Vocabulary - All Science teachers will incorporate academic vocabulary instruction into their classroom lesson plans. The teachers will first introduce through lecture/demonstration those content area identified Tier 2 words and content specific terminology to help build student's background knowledge. Then through repetition and scaffolding in lesson plans and through prominent display in their classrooms, they will expand their student's content capacity which will result in an increase in proficiency. Success will be monitored and measured through the teacher's data analysis of formative and summative assessments that are used in the classroom.

Category:

Research Cited: Marzano, R. and Pickering, D. (2010) Building Academic Vocabulary: A Framework for Direct Instruction, ASCD, Alexandria, VA.

Marzano, R., Pickering, D. and Pollock, J. (2001) Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement, ASCD,

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Alexandria, Va.

Jacobs, H. (2010) Curriculum 21: Essential Education for a Changing World, ASCD, Alexandria, VA.

Tier:

| Activity - Academic Vocabulary Professional Development   | Activity Type         | Tier | Phase         | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible  |
|---|-----------------------|------|---------------|------------|------------|-------------------|---------------------|--|
| Professional development will be provided to all teachers. The six steps for teaching academic vocabulary will be introduced, practiced and implemented in the classrooms. This activity will be introduced during the 14-15 school year with periodic reviews/modifications based assessment data and staff input. | Professional Learning |      | Getting Ready | 09/02/2014 | 06/17/2016 | \$0               | No Funding Required | Principal, Assistant Principals, ILT, PLC's, School Improvement Team, All Science Dept Staff |

| Activity - Monitor Academic Vocabulary   | Activity Type | Tier | Phase | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible  |
|--|---------------|------|-------|------------|------------|-------------------|---------------------|--|
| Monitor the implementation and use of academic vocabulary in all Science classes | Monitor       |      |       | 09/01/2014 | 06/17/2016 | \$0               | No Funding Required | Principal, Assistant Principals, ILT, School Improvement Team, Science PLC |

### Strategy 3:

Inquiry Based Learning - Assisted by their teachers, students will identify and research issues and questions to develop their knowledge or come to solutions. The four levels of inquiry-based learning in science, confirmation, structured, guided and open inquiry, will be utilized to increase students' comprehension of science and to be able to create questions of their own, obtain supporting evidence to answer the questions, explain the evidence collected, connect the explanation to the knowledge obtained from the investigative process, and create an argument and justification for the explanation. Monitoring will take place in PLC's and by the School Improvement Team, as well as by administrator walk-throughs.

Category:

Research Cited: Banchi, H. and Bell, R. (2008) The Many Levels of Inquiry. The Learning Centre of the NSTA.

Melo-Silver, C. (2004) Problem Based Learning: What and how do students learn. Educational Psychology Review, Vol. 16, No. 3, September 2004

Tier:

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| Activity - Inquiry Based Learning  | Activity Type      | Tier | Phase | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible  |
|--|--------------------|------|-------|------------|------------|-------------------|---------------------|--|
| Continue to train and implement inquiry-based learning in all Science classes.   | Direct Instruction |      |       | 09/02/2014 | 06/12/2015 | \$0               | No Funding Required | Science Teachers   |
| Activity - Monitor Inquiry Based Learning  | Activity Type      | Tier | Phase | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible  |
| Monitor the implementation and use of inquiry based learning teaching strategies through PLC's, School Improvement Team, administration, ILT for program fidelity. | Monitor            |      |       | 09/02/2014 | 06/12/2015 | \$0               | No Funding Required | Science PLC's, ILT, School Improvement Team, Principal, Assistant Principals |

## Goal 4: All students will demonstrate proficiency in Social Studies.

### Measurable Objective 1:

33% 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 interpreting and analyzing information from charts, graphs, etc., in Social Studies by 06/11/2015 as measured by the ACT WorkKeys, MI-STEP, and Course Exit exams..

### Strategy 1:

Marzano's Elements of Effective Teaching - Teachers will continue to be trained in the elements of Marzano's nine instructional strategies. Teachers will implement these strategies throughout the year. Monitoring will take place in PLC's, Department meetings, staff meetings, lesson plans.

Category:

Research Cited: Marzano, Pickering and Pollock. (2001) Classroom Instruction that Works: Research Based Strategies for Increasing Student Achievement, ASCD, Alexandria VA

Tier:

| Activity - Marzano's Elements of Effective Teaching Professional Development | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
|--|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|

## School Improvement Plan

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|--|-----------------------|--|--|------------|------------|-----|---------------------|--|
| All staff will continue to be trained and will implement the nine essential elements of effective instruction in order to enhance their teaching in all content areas. | Professional Learning |  |  | 09/02/2014 | 06/17/2016 | \$0 | No Funding Required | Principal, Assistant Principals, PLT's, ILT, School Improvement Team |
|--|-----------------------|--|--|------------|------------|-----|---------------------|--|

| Activity - Marzano's Elements of Effective Teaching Implementation   | Activity Type      | Tier | Phase | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible  |
|--|--------------------|------|-------|------------|------------|-------------------|---------------------|--|
| Teachers will intentionally utilize the nine essential teaching strategies as outlined by Marzano across the curriculum. | Direct Instruction |      |       | 09/02/2014 | 06/17/2016 | \$0               | No Funding Required | Principal, Assistant Principals, PLTs, ILT, School Improvement Team, All Staff |

### Strategy 2:

Academic Vocabulary - Teachers will be provided instruction in the six steps for teaching academic vocabulary as described by R. Marzano. Teachers will continue to create and build upon lists of key reading vocabulary terms and phrases for each Social Studies course. Teachers will deliver the vocabulary through strategies learned during professional development time. Monitoring for the creation of and the instruction and effective use of academic vocabulary will take place in PLC's.

Category:

Research Cited: Marzano, R. and Pickering, D. (2010) Building Academic Vocabulary: A Framework for Direct Instruction, ASCD, Alexandria, VA.

Marzano, R., Pickering, D. and Pollock, J. (2001) Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement, ASCD, Alexandria, VA.

Jacobs, H. (2010) Curriculum 21: Essential Education for a changing World, ASCD, Alexandria, VA.

Tier:

| Activity - Academic Vocabulary  | Activity Type         | Tier | Phase | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible  |
|---|-----------------------|------|-------|------------|------------|-------------------|---------------------|--|
| Teachers will be instructed in the process of teaching academic vocabulary using Marzano's six step method. | Professional Learning |      |       | 09/02/2014 | 06/17/2016 | \$0               | No Funding Required | Principal, Assistant Principals, ILT, PLC's, School Improvement Team |

| Activity - Monitor Academic Vocabulary | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
|--|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|

## School Improvement Plan

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|   |         |  |  |            |            |     |                     |  |
|---|---------|--|--|------------|------------|-----|---------------------|--|
| Monitor the instruction of academic vocabulary and its effectiveness in all Social Studies classes through walkthroughs and student achievement data. | Monitor |  |  | 09/02/2014 | 06/17/2016 | \$0 | No Funding Required | Principal, Assistant Principals, ILT, PLC's, School Improvement Team |
|---|---------|--|--|------------|------------|-----|---------------------|--|

| Activity - Implementation of Reading Apprenticeship  | Activity Type  | Tier | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible  |
|--|----------------|------|-----------|------------|------------|-------------------|-------------------|--|
| Social Studies teachers will be trained in how to scaffold students in the learning of four dimensions of reading: social, personal, knowledge-building, and cognitive/meta-cognitive. Teachers will work to effectively implement extensive reading opportunities in their classes in order to foster a more literate environment and to increase reading comprehension skills. | Implementation |      | Implement | 09/03/2014 | 06/17/2016 | \$500             | Title II Part A   | Superintendent, Principal, Assistant Principals, Reading Apprenticeship trainers, Social Studies staff members, ILT, School Improvement Team |

### Strategy 3:

Thinking Maps - All staff will continue to receive training in the implementation and use of Thinking Maps across the curriculum in order to enhance their ability to learn. Visual learning is greater than any of the senses, enables students to make concrete images of abstract thoughts, and enables students to organize information visually. Thinking Maps enhances deep, critical thinking and provide a common visual language across the curriculum.

Category:

Research Cited: Holzman, (2004) Thinking Maps: Strategy Based Learning for English Language Learners and Others, SCOE, Santa Rosa, CA.

Manning (2003) Improving Reading Comprehension through Visual Tools. Eastern Nazarene College.

Edwards (2011) Utilizing Thinking Maps to Promote Reading Comprehension and Motivation to Read, Oakland University, Oakland, MI.

Weis (2011) The Effect of Thinking Maps on Students Higher Order Thinking Skills, California State University, Northridge, CA.

Tier:

| Activity - Monitor Thinking Maps | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|----------------------------------|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
|                                  |               |      |       |            |          |                   |                   |                   |

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|--|--------------------|------|-------|------------|------------|-------------------|---------------------|--|
| Monitor the fidelity of the implementation and use of Thinking Maps across the curriculum through walkthroughs and PLC's.  | Monitor            |      |       | 09/02/2014 | 06/17/2016 | \$0               | No Funding Required | Principal, Assistant Principal, ILT, School Improvement Team |
| Activity - Continued Training: Thinking Maps   | Activity Type      | Tier | Phase | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible  |
| All staff will continue to receive training in the implementation and use of Thinking Maps. Staff will be provided with the necessary materials for full implementation across the curriculum. | Direct Instruction |      |       | 09/02/2014 | 06/17/2016 | \$1000            | Title II Part A     | Superintendent, Principal, Assistant Principals, All Staff   |

## Goal 5: All students will be proficient in their writing in all content areas.

### Measurable Objective 1:

demonstrate a proficiency in Writing by 06/11/2015 as measured by the ACT Writing Test, ELA Course Pre/Post and Common Writing Prompts, and the MI-STEP exams.

### Strategy 1:

Academic Vocabulary - All teachers will incorporate academic vocabulary instruction into their classroom lesson plans. The teachers will first introduce through lecture/demonstration those content area identified Tier 2 words and content specific terminology to help build student's background knowledge. Then through repetition and scaffolding in lesson plans and through prominent display in their classrooms, they will expand their student's content capacity which will result in an increase in proficiency. Success will be monitored and measured through the teacher's data analysis of formative and summative assessments that are used in the classroom.

Category:

Research Cited: Marzano, R. and Pickering, D. (2010) Building Academic Vocabulary: A Framework for Direct Instruction, ASCD, Alexandria, Va.

Marzano, R., Pickering, D., and Pollock, J. (2001) Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement, ASCD, Alexandria, Va.

Jacobs, H. (2010) Curriculum 21; Essential Education for a Changing World, ASCD, Alexandria, VA.

Tier:

| Activity - Teacher Training in Academic Vocabulary | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
|--|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|

## School Improvement Plan

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|  |                       |  |  |            |            |     |                     |   |
|--|-----------------------|--|--|------------|------------|-----|---------------------|---|
| An academic vocabulary coach will work with all core content, career/ technical and extension program teachers to improve academic vocabulary practices. The teachers will work collaboratively in their professional learning communities (PLC) to create specific vocabulary lists for each content strand . | Professional Learning |  |  | 09/02/2014 | 06/17/2016 | \$0 | No Funding Required | Principal, Assistant Principals, ILT, PLC's, School Improvement Team, All Staff |
|--|-----------------------|--|--|------------|------------|-----|---------------------|---|

| Activity - Monitor Academic Vocabulary   | Activity Type       | Tier | Phase | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible   |
|--|---------------------|------|-------|------------|------------|-------------------|---------------------|---|
| Monitor the implementation of Teaching Academic Vocabulary through walkthroughs and in PLC's | Evaluation, Monitor |      |       | 09/02/2014 | 06/17/2016 | \$0               | No Funding Required | Principal, Assistant Principals, ILT, PLC's, School Improvement Team: Special Ops |

### Strategy 2:

6 + 1 Traits of an Effective Writer - 6+1 Traits of an Effective Writer is a research-based model for the teaching and assessment of writing that uses common language and scoring guides to identify what "good" writing looks like. Teachers will instruct students in the traits and collaborate in PLC's in order to establish anchor papers so that all teachers score consistently across the curriculum. Staff will continue to utilize 6+1 Traits in the teaching of writing in all classes, and the fidelity and use of the model will be monitored regularly.

#### Category:

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

Culham, R. (2003) 6+1 Traits of Writing: The Complete Guide. Scholastic Professional Books, (2003)

Reeves, D. (2005) The 90/90/90 Schools: A Case Study. Advanced Learning Press.

#### Tier:

| Activity - Monitor 6+1 Traits of an Effective Writer  | Activity Type | Tier | Phase | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible   |
|---|---------------|------|-------|------------|------------|-------------------|---------------------|---|
| Monitor the use of 6+1 Traits as well as its effectiveness through walkthroughs, PLT's, Department meetings | Monitor       |      |       | 09/02/2014 | 06/17/2016 | \$0               | No Funding Required | Principal, Assistant Principals, ILT, School Improvement Team |

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| Activity - The Writing Process  | Activity Type      | Tier | Phase   | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible  |
|---|--------------------|------|---------|------------|------------|-------------------|---------------------|--|
| Teachers will continue to utilize the stages of the Writing Process when assigning writing assignments. The writing process supports 6+1 Traits as a strategy that guides students through their writing in stages. | Direct Instruction |      |         | 09/02/2014 | 06/17/2016 | \$0               | No Funding Required | Principal, Assistant Principals, All staff                                 |
| Activity - Monitoring Professional Learning Communities   | Activity Type      | Tier | Phase   | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible  |
| Monitor the continued collaboration of professional learning teams during monthly meetings held throughout the year. Gains in student achievement will be monitored by PLC's in common courses and subject areas.s  | Monitor            |      | Monitor | 09/02/2014 | 06/17/2016 | \$0               | No Funding Required | Principal, Assistant Principals, PLT's, School Improvement Team, All Staff |

### Strategy 3:

Thinking Maps - All staff will continue to receive training in the implementation and use of Thinking Maps across the curriculum in order to enhance students' ability to learn. Thinking maps enables students to make concrete images of abstract thoughts, and enables students to organize information visually. Thinking Maps enhances deep, critical thinking and provide a common visual language across the curriculum. In writing across the curriculum, Thinking Maps will provide students with tools to enable them to better organize their thinking and their writing.

Category:

Research Cited: Holzman (2004) Thinking Maps: Strategy Based Learning for English Language Learners and Others, SCOE, Santa Rosa, CA.

Manning (2003) Improving Reading Comprehension through Visual Tools. Eastern Nazarene College.

Edwards (2011) Utilizing Thinking Maps to Promote Reading Comprehension and Motivation to Read, Oakland University, Oakland, MI

Weis (2011) the Effect of Thinking Maps on Students Higher Order Thinking Skills, California State University, Northridge, CA.

Tier:

| Activity - Thinking Maps Training  | Activity Type         | Tier | Phase | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible  |
|--|-----------------------|------|-------|------------|------------|-------------------|-------------------|--|
| All staff will continue to receive training in the implementation and use of Thinking Maps. Staff will be provided with the necessary materials for full implementation across the curriculum. | Professional Learning |      |       | 09/02/2014 | 06/17/2016 | \$1000            | Title II Part A   | Superintendent, Principal, Assistant Principals, All Staff |

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| Activity - Monitor Thinking Maps  | Activity Type | Tier | Phase | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible   |
|---|---------------|------|-------|------------|------------|-------------------|---------------------|---|
| The implementation and use of Thinking Maps across the curriculum will be monitored for fidelity of use and success in raising student achievement. | Monitor       |      |       | 09/02/2014 | 06/17/2016 | \$0               | No Funding Required | Principal, Assistant Principals, ILT, School Improvement Team |

## 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  |
|--|---|--------------------|------|-----------|------------|------------|-------------------|--|
| Thinking Maps                            | Teachers will instruct students in the use of Thinking Maps across the curriculum in order to enhance their ability to learn: visual learning is greater than any of the senses, enables students to make concrete images of their abstract thoughts, enable students to organize information visually. Thinking Maps combines brainstorming with a structure of specific graphic organizers with visual patterns to enhance deep, critical thinking. Thinking Maps provide a common visual language in classrooms and through the whole school and district. | Direct Instruction |      |           | 09/03/2013 | 06/12/2014 | \$1000            | Superintendent, Principal, Assistant Principals, All Staff   |
| Continued Training: Thinking Maps        | All staff will continue to receive training in the implementation and use of Thinking Maps. Staff will be provided with the necessary materials for full implementation across the curriculum.  | Direct Instruction |      |           | 09/02/2014 | 06/17/2016 | \$1000            | Superintendent, Principal, Assistant Principals, All Staff   |
| Implementation of Reading Apprenticeship | Social Studies teachers will be trained in how to scaffold students in the learning of four dimensions of reading: social, personal, knowledge-building, and cognitive/metacognitive. Teachers will work to effectively implement extensive reading opportunities in their classes in order to foster a more literate environment and to increase reading comprehension skills.   | Implementation     |      | Implement | 09/03/2014 | 06/17/2016 | \$500             | Superintendent, Principal, Assistant Principals, Reading Apprenticeship trainers, Social Studies staff members, ILT, School Improvement Team |

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|                        |  |                       |  |  |            |            |        |  |
|------------------------|--|-----------------------|--|--|------------|------------|--------|--|
| Thinking Maps Training | All staff will continue to receive training in the implementation and use of Thinking Maps. Staff will be provided with the necessary materials for full implementation across the curriculum. | Professional Learning |  |  | 09/02/2014 | 06/17/2016 | \$1000 | Superintendent, Principal, Assistant Principals, All Staff |
|------------------------|--|-----------------------|--|--|------------|------------|--------|--|

### No Funding Required

| Activity Name                                | Activity Description   | Activity Type                    | Tier | Phase         | Begin Date | End Date   | Resource Assigned | Staff Responsible  |
|--|--|----------------------------------|------|---------------|------------|------------|-------------------|--|
| The Writing Process                          | Teachers will continue to utilize the stages of the Writing Process when assigning writing assignments. The writing process supports 6+1 Traits as a strategy that guides students through their writing in stages.  | Direct Instruction               |      |               | 09/02/2014 | 06/17/2016 | \$0               | Principal, Assistant Principals, All staff   |
| Monitor Inquiry Based Learning               | Monitor the implementation and use of inquiry based learning teaching strategies through PLC's, School Improvement Team, administration, ILT for program fidelity.   | Monitor                          |      |               | 09/02/2014 | 06/12/2015 | \$0               | Science PLC's, ILT, School Improvement Team, Principal, Assistant Principals                 |
| Observation of Staff                         | School Improvement Special Ops team members in conjunction with the ILT will observe through walk-through the thinking maps practices of building staff. The administrative team during their PGP meetings and independent walk-throughs will observe and evaluate the staff's implementation fidelity, progress, and practices of the thinking maps strategy. | Walkthrough, Evaluation, Monitor |      |               | 09/02/2014 | 06/17/2016 | \$0               | Principal, Assistant Principals, ILT, School Improvement Team: Special Ops members           |
| Academic Vocabulary Professional Development | Professional development will be provided to all teachers. The six steps for teaching academic vocabulary will be introduced, practiced and implemented in the classrooms. This activity will be introduced during the 14-15 school year with periodic reviews/modifications based assessment data and staff input.  | Professional Learning            |      | Getting Ready | 09/02/2014 | 06/17/2016 | \$0               | Principal, Assistant Principals, ILT, PLC's, School Improvement Team, All Science Dept Staff |

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|   |   |   |  |           |            |            |     |   |
|---|---|---|--|-----------|------------|------------|-----|---|
| Observation of Staff                            | Building Administration will observe and evaluate academic vocabulary practices being used by staff. Using walk-throughs and Professional Growth Plan (PGP) data building administration in conjunction with ILT (department heads/administrators) and School Improvement Special Ops members will monitor the implementation of the academic vocabulary schoolwide initiative. | Evaluation, Monitor                       |  |           | 11/05/2014 | 06/17/2016 | \$0 | Principal, Assistant Principals, ILT, PLC's, School Improvement Team                                    |
| Professional Development in Academic Vocabulary | Professional development will be provided to all teachers. The six steps for teaching academic vocabulary will be introduced, practiced and implemented in the classrooms. This activity will be introduced during the 14-15 school year with periodic reviews/modifications based assessment data and staff input.   | Professional Learning                     |  |           | 09/17/2014 | 06/17/2016 | \$0 | Principal, Assistant Principals, Instructional Lead Team members, Professional Learning Community Staff |
| Inquiry Based Learning                          | Continue to train and implement inquiry-based learning in all Science classes.  | Direct Instruction                        |  |           | 09/02/2014 | 06/12/2015 | \$0 | Science Teachers  |
| Academic Vocabulary                             | Teachers will be instructed in the process of teaching academic vocabulary using Marzano's six step method.   | Professional Learning                     |  |           | 09/02/2014 | 06/17/2016 | \$0 | Principal, Assistant Principals, ILT, PLC's, School Improvement Team                                    |
| Academic Vocabulary                             | An academic vocabulary coach will work with all mathematics, career/ technical and extension program teachers to improve academic vocabulary practices. The teachers will work collaboratively in their professional learning communities (PLC) to create specific vocabulary lists for each math course .  | Teacher Collaboration, Direct Instruction |  | Implement | 09/17/2014 | 06/17/2016 | \$0 | Math PLC staff, Building administrators, Academic Vocabulary Coach                                      |
| Observation of RA Model and Staff Evaluation    | ELA department will continue to present lesson plans/activities in departmental meetings providing feedback and re-teaching on the various model components as necessary. The Building administration in conjunction with the leadership team (ILT) will conduct walkthroughs to monitor staff implementation.  | Walkthrough, Evaluation, Monitor          |  |           | 09/02/2014 | 06/17/2016 | \$0 | English Department PLC, support staff, Building Administration, Instructional Lead Team                 |

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|   |  |                               |  |           |            |            |     |   |
|---|--|-------------------------------|--|-----------|------------|------------|-----|---|
| Monitor Academic Vocabulary                                       | Monitor the implementation of Teaching Academic Vocabulary through walkthroughs and in PLC's   | Evaluation, Monitor           |  |           | 09/02/2014 | 06/17/2016 | \$0 | Principal, Assistant Principals, ILT, PLC's, School Improvement Team: Special Ops |
| Marzano's Elements of Effective Teaching Professional Development | All staff will continue to be trained and will implement the nine essential elements of effective instruction in order to enhance their teaching in all content areas.   | Professional Learning         |  |           | 09/02/2014 | 06/17/2016 | \$0 | Principal, Assistant Principals, PLT's, ILT, School Improvement Team              |
| Teacher Training in Academic Vocabulary                           | An academic vocabulary coach will work with all core content, career/ technical and extension program teachers to improve academic vocabulary practices. The teachers will work collaboratively in their professional learning communities (PLC) to create specific vocabulary lists for each content strand . | Professional Learning         |  |           | 09/02/2014 | 06/17/2016 | \$0 | Principal, Assistant Principals, ILT, PLC's, School Improvement Team, All Staff   |
| Marzano's Elements of Effective Teaching Implementation           | Teachers will intentionally utilize the nine essential teaching strategies as outlined by Marzano across the curriculum.   | Direct Instruction            |  |           | 09/02/2014 | 06/17/2016 | \$0 | Principal, Assistant Principals, PLTs, ILT, School Improvement Team, All Staff    |
| Monitoring Thinking Maps  | The implementation and use of Thinking Maps across the curriculum  | Monitor                       |  |           | 09/03/2013 | 06/12/2014 | \$0 | Principal, Assistant Principal, ILT, School Improvement Team, All Staff           |
| Problem Solving   | Staff will display problem solving models in their classrooms. Staff will teach students the steps in the problem solving model in order to create a common language across the curriculum.  | Materials, Direct Instruction |  | Implement | 09/02/2014 | 06/17/2016 | \$0 | Math and Science department staff   |
| Monitoring of Professional Learning Communities                   | Building and District administration will monitor the progress and effectiveness of each PLC through meeting participation, classroom walkthrough, and informal/formal evaluation conferences.   | Other, Evaluation, Monitor    |  |           | 09/01/2015 | 06/17/2016 | \$0 | Principal, Assistant Principals, and District Curriculum Director.                |

## School Improvement Plan

Romulus Senior High School

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|---|---|---|--|---------------|------------|------------|-----|---|
| Monitor 6+1 Traits of an Effective Writer       | Monitor the use of 6+1 Traits as well as its effectiveness through walkthroughs, PLT's, Department meetings   | Monitor                                   |  |               | 09/02/2014 | 06/17/2016 | \$0 | Principal, Assistant Principals, ILT, School Improvement Team   |
| Academic Vocabulary                             | An academic vocabulary coach will work with all English Language Arts (ELA), career/ technical, and extension program teachers to improve academic vocabulary practices. The teachers will work collaboratively in their professional learning communities (PLC) to create specific vocabulary lists for each math course   | Teacher Collaboration, Direct Instruction |  |               | 11/05/2014 | 06/12/2015 | \$0 | Principal, Assistant Principals, ILT, PLC's, School Improvement Team                                    |
| Professional Development in Academic Vocabulary | Professional development will be provided to all teachers. The six steps for teaching academic vocabulary will be introduced, practiced and implemented in the classrooms. This activity will be introduced during the 14-15 school year with periodic reviews/modifications based assessment data and staff input.   | Professional Learning                     |  | Getting Ready | 09/17/2014 | 06/17/2016 | \$0 | Principal, Assistant Principals, Instructional Lead Team members, Professional Learning Community staff |
| Observation of staff                            | Building Administration will observe and evaluate academic vocabulary practices being used by staff. Using walk-throughs and Professional Growth Plan (PGP) data building administration in conjunction with ILT (department heads/administrators) and School Improvement Special Ops members will monitor the implementation of the academic vocabulary schoolwide initiative. | Evaluation, Monitor                       |  |               | 11/05/2014 | 06/17/2016 | \$0 | Building Administration (Principal, Assistant Principals), ILT members, and PLC staff                   |
| Monitor Thinking Maps                           | Monitor the fidelity of the implementation and use of Thinking Maps across the curriculum through walkthroughs and PLC's.   | Monitor                                   |  |               | 09/02/2014 | 06/17/2016 | \$0 | Principal, Assistant Principal, ILT, School Improvement Team  |
| Monitor Thinking Maps                           | The implementation and use of Thinking Maps across the curriculum will be monitored for fidelity of use and success in raising student achievement.   | Monitor                                   |  |               | 09/02/2014 | 06/17/2016 | \$0 | Principal, Assistant Principals, ILT, School Improvement Team   |

## School Improvement Plan

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|  |  |   |  |         |            |            |     |  |
|--|--|---|--|---------|------------|------------|-----|--|
| Monitor Academic Vocabulary                  | Monitor the implementation and use of academic vocabulary in all Science classes   | Monitor                                       |  |         | 09/01/2014 | 06/17/2016 | \$0 | Principal, Assistant Principals, ILT, School Improvement Team, Science PLC |
| Monitor Academic Vocabulary                  | Monitor the instruction of academic vocabulary and its effectiveness in all Social Studies classes through walkthroughs and student achievement data.  | Monitor                                       |  |         | 09/02/2014 | 06/17/2016 | \$0 | Principal, Assistant Principals, ILT, PLC's, School Improvement Team       |
| Monitoring Professional Learning Communities | Monitor the continued collaboration of professional learning teams during monthly meetings held throughout the year. Gains in student achievement will be monitored by PLC's in common courses and subject areas.s   | Monitor                                       |  | Monitor | 09/02/2014 | 06/17/2016 | \$0 | Principal, Assistant Principals, PLT's, School Improvement Team, All Staff |
| Teacher Collaboration-Curriculum Development | All ELA teachers will meet at least once monthly to create through collaboration lesson plans and activities that model the RA strategy and provide opportunities for the teachers to develop and prepare supplemental materials as needed to teach the lessons with fidelity. | Curriculum Development, Teacher Collaboration |  |         | 09/17/2014 | 06/17/2016 | \$0 | English Department staff, Building Administration                          |