



School Improvement Plan

North Farmington High School

Farmington Public School District

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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.

Improvement Plan Assurance

Introduction

During the 2018-2019 school year, schools will have two options for Goals and Plans. 1. Update Goals and Plans, if necessary, based on analysis of data and Program Evaluation; 2. Complete and upload the Abbreviated Goals and Plans template into ASSIST, based on analysis of data and Program Evaluation.

Improvement Plan Assurance

Label	Assurance	Response	Comment	Attachment
1.	Which option was chosen for Goals and Plans?	Goals and Plans in ASSIST	See Goals and Plans in ASSIST	

2018-2019 Plan for School Improvement Plan

Overview

Plan Name

2018-2019 Plan for School Improvement Plan

Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	64% of students will achieve proficiency by the end of the 2017-2018 school year in reading as measured by NWEA.	Objectives: 1 Strategies: 2 Activities: 14	Academic	\$0
2	85% of students will report of a positive, equitable learning environment by 2020 by the end of the 2017-2018 school year as measured by LACO and Advanced Ed Surveys.	Objectives: 1 Strategies: 2 Activities: 10	Academic	\$100000
3	62% of students will achieve proficiency by the end of the 2017-2018 school year in math as measured by NWEA.	Objectives: 1 Strategies: 3 Activities: 18	Academic	\$0

Goal 1: 64% of students will achieve proficiency by the end of the 2017-2018 school year in reading as measured by NWEA.

Measurable Objective 1:

64% of Ninth, Tenth and Eleventh grade students will demonstrate a proficiency of Michigan ELA standards in English Language Arts by 06/15/2018 as measured by MEAS and/or NWEA.

Strategy 1:

Enhancing Instructional Practices - All staff will use quality instruction strategies

Category: Other - Instruction

Research Cited: Marzano, CASL, PLTs/PLCs, and Standards Based Grading, and Effective Grading Practices

Tier: Tier 1

Activity - Marzano Framework (DQ 1-4)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will use the Marzano Framework to plan lessons that will meet the needs of all learners in the classroom.	Professional Learning, Direct Instruction, Evaluation, Curriculum Development	Tier 1	Evaluate	08/28/2017	06/15/2018	\$0	General Fund	Kristina Pittman: all staff are responsible for the implementation and growth of Marzano Framework in the areas of DQ1 to DQ4, DQ8.

Activity - CASL Resource	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will use the Classroom Assessment for Student Learning resource to effectively break down standards into clear learning targets, and to build assessments that measure the progress of students against the standards being taught in the classroom.	Teacher Collaboration, Curriculum Development	Tier 1	Implement	08/28/2017	06/15/2018	\$0	General Fund	Joe Greene

Activity - PLT / SCAIL	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will work in PLTs to design effective, standards driven curriculum, assessment (summative), instruction (formative assessment) and intervention, and adaptations for the learner and the environment (SCAIL). Our goal is to make meaningful progress into the A and I portions by designing, implementing, and using the data from summative and formative assessments to guide and improve instruction.	Professional Learning	Tier 1	Evaluate	09/06/2016	06/16/2017	\$0	General Fund	Teaching staff and Administration
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Activity - Professional Learning Activities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will work in PLTs to design effective, standards driven curriculum, assessment (summative), instruction (formative assessment) and intervention, and adaptations for the learner and the environment (SCAIL). Our goal is to make meaningful progress into the A and I portions by designing, implementing, and using the data from summative and formative assessments to guide and improve instruction.	Professional Learning, Academic Support Program, Direct Instruction, Teacher Collaboration, Implementation, Curriculum Development	Tier 1	Implement	08/28/2017	06/15/2018	\$0	No Funding Required	Leader of Leads/Leads/Admin

Activity - Standards and Grading	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Power standards, Learning goals and targets with accompanying performance scales, common assessments, standards based grading.	Professional Learning, Teacher Collaboration, Curriculum Development, Getting Ready, Parent Involvement	Tier 1	Getting Ready	08/28/2017	06/15/2018	\$0	No Funding Required	Dawn Morse: Jill Gordon, Allison Case, Stacy Strauch, Mike Bause, Brittany Hauncher, Derek Day/Brian McNeff

Activity - Staff and Student Discourse	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Schools will engage in practices for staff and student discourse. Core practices to promote effective discourse include: Providing safe, equitable environments for student discourse Using strategies to increase productive dialogue	Professional Learning, Direct Instruction, Teacher Collaboration	Tier 1	Getting Ready	08/27/2018	06/14/2019	\$0	General Fund	Principals Teachers
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Activity - Staff and Student Feedback	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Schools will engage in practices for staff and student feedback. Core practices to promote a culture of effective feedback include: Identifying learning goals Setting criteria for success Creating tasks, activities and exemplars that elicit evidence of student learning Using questioning strategies that elicit evidence of student learning Extending thinking during discourse Providing descriptive feedback Providing opportunities for peer feedback Providing opportunities for self-assessment Providing a collaborative culture of learning Using evidence to inform instruction	Professional Learning, Direct Instruction, Teacher Collaboration	Tier 1	Getting Ready	08/27/2018	06/14/2019	\$0	General Fund	Principals Teachers

Strategy 2:

Implement of effective MTSS/Rtl Supports - Implement Effective MTSS/Rtl Supports

Category: Learning Support Systems

Tier: Tier 1

Activity - Data literacy: analysis, monitoring and application.	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Development and/or utilization of assessments both local and NWEA, M-Step and formative assessments. PLT's will analyze student performance data to inform and improve instruction and intervention.	Professional Learning	Tier 1	Implement	08/28/2017	06/15/2018	\$0	General Fund	Central Office staff and QI coaches. Teachers will implement the Michigan Mathematics Standards based on the units of instruction built in Atlas Rubicon. Teachers will receive training on how to use Atlas Rubicon to continue to add to the units that are a
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Activity - Reading Apprenticeship	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher training and development of Reading Apprenticeship within the school. Strategies will be used to increase student literacy.	Curriculum Development	Tier 1	Implement	09/05/2017	06/15/2018	\$0	Other	Several teachers will be trained and collaborate in PLT and departments

Activity - PLT	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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PLT's will continuously analyze and problem student performance through problem solving process and craft interventions to cause greater learning.	Professional Learning	Tier 1	Getting Ready	08/28/2017	06/15/2018	\$0	General Fund	All staff will participate in PLT as it relates to curriculum, collaboration, and instruction.
Activity - IST: Instructional Support Time	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students and teachers will use IST to seek out and attain the assistance they need.	Academic Support Program, Behavioral Support Program	Tier 1	Monitor	09/05/2017	06/15/2018	\$0	No Funding Required	Joe Greene, Tonya Corbitt, Tim Carruthers, Michelle Raphael, and Ron Reed will oversee the program. Individual teachers will execute the intervention.
Activity - Online tools to support leveled instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
We will connect students with the following online resources to intervene or enrich learning: Language Live, Moby Max, News ELA, Success Maker, Compass, Mango, RAZ kids	Academic Support Program	Tier 1	Implement	09/05/2017	06/15/2018	\$0	General Fund	Special Education and General Classroom Teachers.
Activity - Restorative Practice	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
RP will be used to develop classroom cultures, interventions, and resolve classroom issues.	Academic Support Program, Behavioral Support Program	Tier 2		09/05/2017	06/15/2018	\$0	Special Education	Greg Drozdowski

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Activity - Pulse Reports	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Frequent checks for student success to allow teachers to support students.	Academic Support Program, Behavioral Support Program	Tier 1	Implement	09/05/2017	06/15/2018	\$0	No Funding Required	Classroom teacher

Goal 2: 85% of students will report of a positive, equitable learning environment by 2020 by the end of the 2017-2018 school year as measured by LACO and Advanced Ed Surveys.

Measurable Objective 1:

85% of Ninth, Tenth, Eleventh and Twelfth grade students will demonstrate a behavior that they are highly engaged in the school in Practical Living by 06/17/2020 as measured by reporting of positive relationships and support in the LACO survey.

Strategy 1:

Enhancing Instructional Practices - Activities will include Marzano's high yield strategies from Domain Question 8: Establishing and Maintaining Effective Relationships with Students and Restorative Practices. These strategies will focus on building effective relationships, positive community, belongingness, leadership, and ownership over the school community.

Category: School Culture

Research Cited: Marzano, R.J. The Art and Science of Teaching

Riestenberg, Nancy (2012). Circle in the square: Building community and repairing harm in school. St. Paul, Minnesota: Living Justice Press.

Tier: Tier 1

Activity - Marzano's Frameworks for Quality Instruction, Domain Question 8: Establishing and Maintaining Effective Relationships with Students	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will learn and implement the high yield strategies from Marzano's Domain Question 8 in their PLT and individually.	Professional Learning, Academic Support Program, Teacher Collaboration, Behavioral Support Program	Tier 1	Implement	08/28/2017	06/15/2018	\$0	General Fund	All staff and administration.

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Activity - Restorative Practices	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
We will be using the principles of Restorative Justice/Practices to build community within classes and schools. It is aimed at creating a sense of mutual accountability, connectedness, and engagement in school and the learning process.	Academic Support Program, Behavioral Support Program	Tier 1	Implement	08/28/2017	06/15/2018	\$100000	Special Education	Greg Drozdowski
Activity - School Wide Specialty Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Freshman "How To Do School", Social Media Awareness, etc	Academic Support Program	Tier 1	Getting Ready	08/28/2017	06/15/2018	\$0	No Funding Required	Avant/Rust/Drozdowski/Haucher
Activity - Culturally responsive teaching practices	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Equity leadership training, cultural competency workshop series	Academic Support Program, Behavioral Support Program	Tier 1	Getting Ready	08/28/2017	06/15/2018	\$0	No Funding Required	NFHS Administrators and staff
Activity - Student Six Engagement Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Student Six Engagement strategies identify concrete behaviors for staff to be culturally responsive to all students, develop meaningful relationships and increase student engagement in learning. Visibility- Making every student feel acknowledged and included in the classroom. Engaging Students' Cultures- Incorporating positive elements of students' culture into classroom learning and community building Proximity- Using physical space to engage students and reduce perceived threat. Addressing Race- Talking openly about racial dynamics and how they impact the student experience. Connection to Students' Lives- Making linkages between classroom content and student experiences and perspectives. Connection to Future Selves- Helping students identify their future paths and using classroom experiences to guide students towards personal goals.	Professional Learning, Direct Instruction, Teacher Collaboration, Implementation, Communication	Tier 1	Implement	08/27/2018	06/14/2019	\$0	General Fund	Principals

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Strategy 2:

MTSS Multi-tiered Support System - MTSS will provide support for students who are struggling to achieve standards, behavior and college readiness in a variety of ways.

Category: Learning Support Systems

Research Cited: Decrease in failures, less behavior problems and more students who are college ready.

Tier: Tier 2

Activity - IST: Instructional Support Time	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional Support Time is a block of time during the day for staff to provide instructional strategies to meet the needs of ALL students which includes, enrichment and intervention activities. This time will occur, for 45 minutes every Wednesday.	Academic Support Program, Policy and Process, Direct Instruction, Teacher Collaboration, Behavioral Support Program	Tier 2	Implement	08/28/2017	06/15/2018	\$0	No Funding Required	Reed/Raphael/Greene
Activity - Restorative Justice Practices	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
We will be using the principles of Restorative Justice/Practices to build community within classes and schools. It is aimed at creating a sense of mutual accountability, connectedness, and engagement in school and the learning process.	Academic Support Program, Behavioral Support Program, Community Engagement	Tier 1	Implement	08/28/2017	06/15/2018	\$0	Special Education	Greg Drozdowski
Activity - Parent involvement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Parent Outreach Meeting Starting with the Freshman Parents about how to do school - include one teacher from each core	Academic Support Program, Behavioral Support Program, Communication, Career Preparation /Orientation, Parent Involvement, Community Engagement	Tier 1	Getting Ready	08/28/2017	06/15/2018	\$0	No Funding Required	Corbitt/PTSA
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Activity - LINK and Student Senate	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students help to build a positive and supportive school culture with other students.	Extra Curricular	Tier 1	Implement	08/28/2017	06/15/2018	\$0	No Funding Required	Raphael/Alef/#3/Drozowski/Mars hick

Activity - Data literacy: analysis, monitoring and application.	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Dispro data, LACO, EOS	Academic Support Program, Behavioral Support Program, Evaluation, Technology	Tier 1		08/28/2017	06/15/2018	\$0	No Funding Required	Alef

Goal 3: 62% of students will achieve proficiency by the end of the 2017-2018 school year in math as measured by NWEA.

Measurable Objective 1:

62% of Ninth, Tenth and Eleventh grade students will demonstrate a proficiency of Michigan math standards in Mathematics by 06/15/2018 as measured by MEAS and/or NWEA assessments.

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Strategy 1:

Enhancing Instructional Practices - All staff will use quality instruction strategies in the classroom.

Category: Other - Instruction

Research Cited: Marzano, R. The Art and Science of Teaching.

Stiggins, R. & Chappuis, J. Classroom Assessment for Student Learning.

Tier: Tier 1

Activity - Marzano Framework (DQ 1-4)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will use the Marzano Framework to plan lessons that will meet the needs of all learners in the classroom.	Implementation	Tier 1	Implement	08/28/2017	06/15/2018	\$0	No Funding Required	Pittman/Admin
Activity - Classroom Assessment for Student Learning (CASL)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will use the Classroom Assessment for Student Learning resource to effectively break down standards into clear learning targets, and to build assessments that measure the progress of students against the standards being taught in the classroom.	Implementation	Tier 1	Implement	08/28/2017	06/15/2018	\$0	No Funding Required	Greene/Gordon/Admin
Activity - PLT designing and implementing effective curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will work in PLTs to design effective, standards driven curriculum, assessment (summative), instruction (formative assessment) and intervention, and adaptations for the learner and the environment (SCAIL). Our goal is to make meaningful progress into the A and I portions by designing, implementing, and using the data from summative and formative assessments to guide and improve instruction.	Teacher Collaboration, Curriculum Development	Tier 1	Implement	08/28/2017	06/15/2018	\$0	No Funding Required	Leader of Leads/Lead s/Admin
Activity - Standards and grading	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Power standards, Learning goals and targets with accompanying performance scales, common assessments, standards based grading	Curriculum Development	Tier 1	Getting Ready	08/28/2017	06/15/2018	\$0	No Funding Required	Dawn Morse
Activity - Staff and Student Discourse	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Schools will engage in practices for staff and student discourse. Core practices to promote effective discourse include: Providing safe, equitable environments for student discourse Using strategies to increase productive dialogue	Professional Learning, Direct Instruction, Teacher Collaboration	Tier 1	Getting Ready	08/27/2018	06/14/2019	\$0	General Fund	Principals Teachers
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Activity - Staff and Student Feedback	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Schools will engage in practices for staff and student feedback. Core practices to promote a culture of effective feedback include: Identifying learning goals Setting criteria for success Creating tasks, activities and exemplars that elicit evidence of student learning Using questioning strategies that elicit evidence of student learning Extending thinking during discourse Providing descriptive feedback Providing opportunities for peer feedback Providing opportunities for self-assessment Providing a collaborative culture of learning Using evidence to inform instruction	Professional Learning, Direct Instruction, Teacher Collaboration	Tier 1		08/27/2018	06/14/2019	\$0	General Fund	Principals Teachers

Activity - 8 Mathematical Practices	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The 8 Mathematical Practices gets students to engage with math in a meaningful way by not just focusing on an answer but the process. Students look for patterns to solve problems.	Professional Learning, Direct Instruction, Teacher Collaboration, Walkthrough, Implementation, Technology, Communication, Materials	Tier 1	Implement	08/27/2018	06/14/2019	\$0	General Fund	Principals Teachers Math Coaches (K-8)

Strategy 2:

Use Multi-Tiered Systems of Support (MTSS) - Staff members will utilize the Multi-Tiered System of Support to help students who are struggling to be more successful

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in their classes.

Category: Learning Support Systems

Research Cited: Danielson, L. & Doolittle, J. (2007). Professional development, capacity building, and research needs: Critical issues for Response to Intervention Implementation. School Psychology Review.

UDL:

<http://www.ascd.org/publications/books/101042/chapters/Using-UDL-to-Support-Every-Student's-Learning.aspx>

Tier: Tier 2

Activity - Professional Learning Teams	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PLT's will continuously analyze and problem student performance through problem solving process and craft interventions to cause greater learning	Professional Learning, Teacher Collaboration	Tier 1	Monitor	08/28/2017	06/15/2018	\$0	No Funding Required	Leader/Leads/Admin

Activity - Data literacy: analysis, monitoring and application.	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Analysis of NWEA, M-Step and formative assessments through Illuminate.	Curriculum Development	Tier 1	Getting Ready	08/28/2017	06/15/2018	\$0	No Funding Required	Rob Alef

Activity - Professional Development of Atlas Rubicon	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will implement the Michigan Mathematics Standards based on the units of instruction built in Atlas Rubicon. Teachers will receive training on how to use Atlas Rubicon to continue to add to the units that are already present in the system.	Curriculum Development	Tier 1	Implement	08/28/2017	06/15/2018	\$0	No Funding Required	PLT Leads

Activity - IST: Instructional Support Time	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students and teachers will use IST to seek out and attain the assistance they need.	Academic Support Program	Tier 2	Monitor	08/28/2017	06/15/2018	\$0	No Funding Required	Reed/Raphael/Greene

Activity - Specially Designed Instruction in Math	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Assisting special education students to accelerate their math growth.	Academic Support Program	Tier 2	Implement	08/28/2017	06/15/2018	\$0	No Funding Required	Special Education Staff
Activity - Reading Apprenticeship	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Strategies will be used to increase student literacy in math.	Academic Support Program	Tier 1	Implement	08/28/2017	06/15/2018	\$0	No Funding Required	Pittman/Raphael/Read
Activity - Restorative Practice	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
RP will be used to develop classroom cultures, interventions, and resolve classroom issues.	Academic Support Program, Behavioral Support Program	Tier 1	Implement	08/28/2017	06/15/2018	\$0	No Funding Required	Greg Drozdowski
Activity - Pulse Reports	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Frequent checks for student success to allow teachers to support students	Academic Support Program	Tier 1	Getting Ready	08/28/2017	06/15/2018	\$0	No Funding Required	MTSS Team

Strategy 3:

Implement Michigan Math Standards through Atlas Rubicon - All math teachers will implement the Michigan Math Standards through the use of the Atlas Rubicon System.

Category:

Research Cited: Michigan Mathematics Standards

Atlas Rubicon

Tier: Tier 1

Activity - Professional Development of Atlas Rubicon	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will implement the Michigan Mathematics Standards based on the units of instruction built in Atlas Rubicon. Teachers will receive training on how to use Atlas Rubicon to continue to add to the units that are already present in the system.	Professional Learning, Teacher Collaboration, Curriculum Development	Tier 1	Implement	09/06/2016	06/16/2017	\$0	General Fund	All math teachers
Activity - Implementation of Big Ideas Math	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will implement the Big Ideas Mathematics materials in math classrooms across the district (grades 6-11).	Professional Learning, Teacher Collaboration, Curriculum Development, Materials	Tier 1	Implement	09/06/2016	06/16/2017	\$0	General Fund	All math teachers
Activity - Professional Learning Teams (PLT)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will work in PLT's to develop units of instruction using Big Ideas Math.	Professional Learning, Teacher Collaboration	Tier 1	Monitor	09/06/2016	06/16/2017	\$0	General Fund	All math teachers

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Special Education

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Restorative Justice Practices	We will be using the principles of Restorative Justice/Practices to build community within classes and schools. It is aimed at creating a sense of mutual accountability, connectedness, and engagement in school and the learning process.	Academic Support Program, Behavioral Support Program, Community Engagement	Tier 1	Implement	08/28/2017	06/15/2018	\$0	Greg Drozdowski
Restorative Practices	We will be using the principles of Restorative Justice/Practices to build community within classes and schools. It is aimed at creating a sense of mutual accountability, connectedness, and engagement in school and the learning process.	Academic Support Program, Behavioral Support Program	Tier 1	Implement	08/28/2017	06/15/2018	\$100000	Greg Drozdowski
Restorative Practice	RP will be used to develop classroom cultures, interventions, and resolve classroom issues.	Academic Support Program, Behavioral Support Program	Tier 2		09/05/2017	06/15/2018	\$0	Greg Drozdowski

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Data literacy: analysis, monitoring and application.	Analysis of NWEA, M-Step and formative assessments through Illuminate.	Curriculum Development	Tier 1	Getting Ready	08/28/2017	06/15/2018	\$0	Rob Alef
LINK and Student Senate	Students help to build a positive and supportive school culture with other students.	Extra Curricular	Tier 1	Implement	08/28/2017	06/15/2018	\$0	Raphael/Alef/#3/Drozdowski/Mars hick

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Standards and Grading	Power standards, Learning goals and targets with accompanying performance scales, common assessments, standards based grading.	Professional Learning, Teacher Collaboration, Curriculum Development, Getting Ready, Parent Involvement	Tier 1	Getting Ready	08/28/2017	06/15/2018	\$0	Dawn Morse: Jill Gordon, Allison Case, Stacy Strauch, Mike Bause, Brittany Hauncher, Derek Day/Brian McNeff
Pulse Reports	Frequent checks for student success to allow teachers to support students	Academic Support Program	Tier 1	Getting Ready	08/28/2017	06/15/2018	\$0	MTSS Team
School Wide Specialty Program	Freshman "How To Do School", Social Media Awareness, etc	Academic Support Program	Tier 1	Getting Ready	08/28/2017	06/15/2018	\$0	Avant/Rust/Drozdzowski/Hauncher
Professional Development of Atlas Rubicon	Teachers will implement the Michigan Mathematics Standards based on the units of instruction built in Atlas Rubicon. Teachers will receive training on how to use Atlas Rubicon to continue to add to the units that are already present in the system.	Curriculum Development	Tier 1	Implement	08/28/2017	06/15/2018	\$0	PLT Leads
Specially Designed Instruction in Math	Assisting special education students to accelerate their math growth.	Academic Support Program	Tier 2	Implement	08/28/2017	06/15/2018	\$0	Special Education Staff
IST: Instructional Support Time	Students and teachers will use IST to seek out and attain the assistance they need.	Academic Support Program	Tier 2	Monitor	08/28/2017	06/15/2018	\$0	Reed/Raphael/Greene
IST: Instructional Support Time	Students and teachers will use IST to seek out and attain the assistance they need.	Academic Support Program, Behavioral Support Program	Tier 1	Monitor	09/05/2017	06/15/2018	\$0	Joe Greene, Tonya Corbitt, Tim Carruthers, Michelle Raphael, and Ron Reed will oversee the program. Individual teachers will execute the intervention.

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Standards and grading	Power standards, Learning goals and targets with accompanying performance scales, common assessments, standards based grading	Curriculum Development	Tier 1	Getting Ready	08/28/2017	06/15/2018	\$0	Dawn Morse
Marzano Framework (DQ 1-4)	All teachers will use the Marzano Framework to plan lessons that will meet the needs of all learners in the classroom.	Implementation	Tier 1	Implement	08/28/2017	06/15/2018	\$0	Pittman/Admin
Pulse Reports	Frequent checks for student success to allow teachers to support students.	Academic Support Program, Behavioral Support Program	Tier 1	Implement	09/05/2017	06/15/2018	\$0	Classroom teacher
Culturally responsive teaching practices	Equity leadership training, cultural competency workshop series	Academic Support Program, Behavioral Support Program	Tier 1	Getting Ready	08/28/2017	06/15/2018	\$0	NFHS Administrators and staff
Data literacy: analysis, monitoring and application.	Dispro data, LACO, EOS	Academic Support Program, Behavioral Support Program, Evaluation, Technology	Tier 1		08/28/2017	06/15/2018	\$0	Alef
Professional Learning Activities	Teachers will work in PLTs to design effective, standards driven curriculum, assessment (summative), instruction (formative assessment) and intervention, and adaptations for the learner and the environment (SCAIL). Our goal is to make meaningful progress into the A and I portions by designing, implementing, and using the data from summative and formative assessments to guide and improve instruction.	Professional Learning, Academic Support Program, Direct Instruction, Teacher Collaboration, Implementation, Curriculum Development	Tier 1	Implement	08/28/2017	06/15/2018	\$0	Leader of Leads/Leads/Admin
PLT designing and implementing effective curriculum	Teachers will work in PLTs to design effective, standards driven curriculum, assessment (summative), instruction (formative assessment) and intervention, and adaptations for the learner and the environment (SCAIL). Our goal is to make meaningful progress into the A and I portions by designing, implementing, and using the data from summative and formative assessments to guide and improve instruction.	Teacher Collaboration, Curriculum Development	Tier 1	Implement	08/28/2017	06/15/2018	\$0	Leader of Leads/Leads/Admin

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Reading Apprenticeship	Strategies will be used to increase student literacy in math.	Academic Support Program	Tier 1	Implement	08/28/2017	06/15/2018	\$0	Pittman/Raphael/Read
Professional Learning Teams	PLT's will continuously analyze and problem student performance through problem solving process and craft interventions to cause greater learning	Professional Learning, Teacher Collaboration	Tier 1	Monitor	08/28/2017	06/15/2018	\$0	Leader/Leads/Admin
IST: Instructional Support Time	Instructional Support Time is a block of time during the day for staff to provide instructional strategies to meet the needs of ALL students which includes, enrichment and intervention activities. This time will occur, for 45 minutes every Wednesday.	Academic Support Program, Policy and Process, Direct Instruction, Teacher Collaboration, Behavioral Support Program	Tier 2	Implement	08/28/2017	06/15/2018	\$0	Reed/Raphael/Greene
Classroom Assessment for Student Learning (CASL)	All teachers will use the Classroom Assessment for Student Learning resource to effectively break down standards into clear learning targets, and to build assessments that measure the progress of students against the standards being taught in the classroom.	Implementation	Tier 1	Implement	08/28/2017	06/15/2018	\$0	Greene/Gordon/Admin
Parent involvement	Parent Outreach Meeting Starting with the Freshman Parents about how to do school - include one teacher from each core	Academic Support Program, Behavioral Support Program, Communication, Career Preparation /Orientation, Parent Involvement, Community Engagement	Tier 1	Getting Ready	08/28/2017	06/15/2018	\$0	Corbitt/PTSA
Restorative Practice	RP will be used to develop classroom cultures, interventions, and resolve classroom issues.	Academic Support Program, Behavioral Support Program	Tier 1	Implement	08/28/2017	06/15/2018	\$0	Greg Drozdowski

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General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
8 Mathematical Practices	The 8 Mathematical Practices gets students to engage with math in a meaningful way by not just focusing on an answer but the process. Students look for patterns to solve problems.	Professional Learning, Direct Instruction, Teacher Collaboration, Walkthrough, Implementation, Technology, Communication, Materials	Tier 1	Implement	08/27/2018	06/14/2019	\$0	Principals Teachers Math Coaches (K-8)
PLT	PLT's will continuously analyze and problem student performance through problem solving process and craft interventions to cause greater learning.	Professional Learning	Tier 1	Getting Ready	08/28/2017	06/15/2018	\$0	All staff will participate in PLT as it relates to curriculum, collaboration, and instruction.
Staff and Student Discourse	Schools will engage in practices for staff and student discourse. Core practices to promote effective discourse include: Providing safe, equitable environments for student discourse Using strategies to increase productive dialogue	Professional Learning, Direct Instruction, Teacher Collaboration	Tier 1	Getting Ready	08/27/2018	06/14/2019	\$0	Principals Teachers
CASL Resource	All teachers will use the Classroom Assessment for Student Learning resource to effectively break down standards into clear learning targets, and to build assessments that measure the progress of students against the standards being taught in the classroom.	Teacher Collaboration, Curriculum Development	Tier 1	Implement	08/28/2017	06/15/2018	\$0	Joe Greene

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<p>Staff and Student Feedback</p>	<p>Schools will engage in practices for staff and student feedback. Core practices to promote a culture of effective feedback include: Identifying learning goals Setting criteria for success Creating tasks, activities and exemplars that elicit evidence of student learning Using questioning strategies that elicit evidence of student learning Extending thinking during discourse Providing descriptive feedback Providing opportunities for peer feedback Providing opportunities for self-assessment Providing a collaborative culture of learning Using evidence to inform instruction</p>	<p>Professional Learning, Direct Instruction, Teacher Collaboration</p>	<p>Tier 1</p>	<p>Getting Ready</p>	<p>08/27/2018</p>	<p>06/14/2019</p>	<p>\$0</p>	<p>Principals Teachers</p>
<p>Student Six Engagement Strategies</p>	<p>The Student Six Engagement strategies identify concrete behaviors for staff to be culturally responsive to all students, develop meaningful relationships and increase student engagement in learning. Visibility- Making every student feel acknowledged and included in the classroom. Engaging Students' Cultures- Incorporating positive elements of students' culture into classroom learning and community building Proximity- Using physical space to engage students and reduce perceived threat. Addressing Race- Talking openly about racial dynamics and how they impact the student experience. Connection to Students' Lives- Making linkages between classroom content and student experiences and perspectives. Connection to Future Selves- Helping students identify their future paths and using classroom experiences to guide students towards personal goals.</p>	<p>Professional Learning, Direct Instruction, Teacher Collaboration, Implementation, Communication</p>	<p>Tier 1</p>	<p>Implement</p>	<p>08/27/2018</p>	<p>06/14/2019</p>	<p>\$0</p>	<p>Principals</p>

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Data literacy: analysis, monitoring and application.	Development and/or utilization of assessments both local and NWEA, M-Step and formative assessments. PLT's will analyze student performance data to inform and improve instruction and intervention.	Professional Learning	Tier 1	Implement	08/28/2017	06/15/2018	\$0	Central Office staff and QI coaches. Teachers will implement the Michigan Mathematics Standards based on the units of instruction built in Atlas Rubicon. Teachers will receive training on how to use Atlas Rubicon to continue to add to the units that are a
Professional Development of Atlas Rubicon	Teachers will implement the Michigan Mathematics Standards based on the units of instruction built in Atlas Rubicon. Teachers will receive training on how to use Atlas Rubicon to continue to add to the units that are already present in the system.	Professional Learning, Teacher Collaboration, Curriculum Development	Tier 1	Implement	09/06/2016	06/16/2017	\$0	All math teachers
Staff and Student Feedback	Schools will engage in practices for staff and student feedback. Core practices to promote a culture of effective feedback include: Identifying learning goals Setting criteria for success Creating tasks, activities and exemplars that elicit evidence of student learning Using questioning strategies that elicit evidence of student learning Extending thinking during discourse Providing descriptive feedback Providing opportunities for peer feedback Providing opportunities for self-assessment Providing a collaborative culture of learning Using evidence to inform instruction	Professional Learning, Direct Instruction, Teacher Collaboration	Tier 1		08/27/2018	06/14/2019	\$0	Principals Teachers

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Online tools to support leveled instruction	We will connect students with the following online resources to intervene or enrich learning: Language Live, Moby Max, News ELA, Success Maker, Compass, Mango, RAZ kids	Academic Support Program	Tier 1	Implement	09/05/2017	06/15/2018	\$0	Special Education and General Classroom Teachers.
Marzano's Frameworks for Quality Instruction, Domain Question 8: Establishing and Maintaining Effective Relationships with Students	Staff will learn and implement the high yield strategies from Marzano's Domain Question 8 in their PLT and individually.	Professional Learning, Academic Support Program, Teacher Collaboration, Behavioral Support Program	Tier 1	Implement	08/28/2017	06/15/2018	\$0	All staff and administration.
PLT / SCAIL	Teachers will work in PLTs to design effective, standards driven curriculum, assessment (summative), instruction (formative assessment) and intervention, and adaptations for the learner and the environment (SCAIL). Our goal is to make meaningful progress into the A and I portions by designing, implementing, and using the data from summative and formative assessments to guide and improve instruction.	Professional Learning	Tier 1	Evaluate	09/06/2016	06/16/2017	\$0	Teaching staff and Administration
Marzano Framework (DQ 1-4)	All teachers will use the Marzano Framework to plan lessons that will meet the needs of all learners in the classroom.	Professional Learning, Direct Instruction, Evaluation, Curriculum Development	Tier 1	Evaluate	08/28/2017	06/15/2018	\$0	Kristina Pittman: all staff are responsible for the implementation and growth of Marzano Framework in the areas of DQ1 to DQ4, DQ8.
Staff and Student Discourse	Schools will engage in practices for staff and student discourse. Core practices to promote effective discourse include: Providing safe, equitable environments for student discourse Using strategies to increase productive dialogue	Professional Learning, Direct Instruction, Teacher Collaboration	Tier 1	Getting Ready	08/27/2018	06/14/2019	\$0	Principals Teachers

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Implementation of Big Ideas Math	Teachers will implement the Big Ideas Mathematics materials in math classrooms across the district (grades 6-11).	Professional Learning, Teacher Collaboration, Curriculum Development, Materials	Tier 1	Implement	09/06/2016	06/16/2017	\$0	All math teachers
Professional Learning Teams (PLT)	Teachers will work in PLT's to develop units of instruction using Big Ideas Math.	Professional Learning, Teacher Collaboration	Tier 1	Monitor	09/06/2016	06/16/2017	\$0	All math teachers

Other

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Reading Apprenticeship	Teacher training and development of Reading Apprenticeship within the school. Strategies will be used to increase student literacy.	Curriculum Development	Tier 1	Implement	09/05/2017	06/15/2018	\$0	Several teachers will be trained and collaborate in PLT and departments