



# **School Improvement Plan**

**Farmington Central 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.

# **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?**

Farmington Central is an alternative high school that serves students in 10th, 11th, and 12th grade. We serve between 80 - 120 students a year depending on how many students are referred to our school. Of the 78 students that we cleared this year, 42 of them were male (10.66%) and 36 of them were females (9.14%). The ethnic distribution of Central students consist of 42 Blacks or 53.85% , 1 Hispanic (1.28%), and 35 White (44.87%).

We have a staff that one consists one hall monitor (male), 1 full time counselor (female), one administrator (female), one secretary (female), 5 full time staff (females) and two part time staff (females).

## **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**

FCHS will ensure a safe, active and rigorous learning environment which instills in the students the belief that they can reach their own academic potential, maintain positive behavior and relationships with staff, peers and the community, are accountable for coming to school, and be active participants in their learning while becoming productive members of our society.

### **Mission Statement**

The mission of Farmington Central High School is to encourage our students to achieve their highest potential as responsible students and citizens. We commit to the success of all students as measured by local, state and national standards.

### **Belief Statement**

Central High School provides our diverse student population with a supportive and caring environment. We are a school in which: Individual learning styles are recognized. Teachers hold high expectations for all students. Teachers use best practice in every classroom to engage each student. Teachers recognize student diversity as a strength and incorporate it into the learning environment. Data is reviewed regularly and new strategies are applied in the classroom to address student needs.

## **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.**

Our ACT scores have increased by 1 percent for the last three each years, each year by 1. For the next three years we are striving to achieve continued improvement in science, reading, and writing.

## **Additional Information**

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

Students at Central might not show improvements in test scores, however, they show improvement in their attendance in comparison to their former high school, and our students received credits in classes that they failed before. Students are realizing how important is to come to school and work at passing classes, once that is mastered, they work on improving their GPA.

# **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.**

With a small staff (under 10), all of our stakeholders are involved in the development of our school improvement plan. As a staff we decided to meet weekly after school for our professional learning teams. In these teams we use our school improvement plan to promote student growth in our classroom.

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

We have teachers, a counselor, and the administrator who are members of our stakeholder group that participated in the development of the improvement plan.

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

All members of our school are on the School Improvement Team as active stakeholders. We communicate with each other as needed through emails or face to face conversations. We have monthly meetings to discuss what we need to change or improve on.

# 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?**

In the past three years we have seen an increase in free and reduced breakfast and lunches. Students are dealing with more poverty and homelessness than ever before. This is impacting the classroom in regards to attendance, interpersonal relationships and low self esteem. Teachers are not only working on instruction but helping students maintain a hearty self image and healthy relationships.

### **Student Demographic Data**

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

In regards to attendance, the fact that we do not have transportation and fewer students have cars, students have to rely on public transportation or walk a couple miles to school. The last two winters have been extremely rough, and our students who walked to school, did not venture out. Because we have a large population of economically disadvantaged students, they lack health care coverage and cannot go to the doctors to get prescriptions, and end up staying at home until they feel better.

### **Student Demographic Data**

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

Our suspensions have decreased in the past three years. We have looked to other ways to discipline our students. We spend more time, talking, listening, and encouraging students to deal with their frustrations and anger in a more positive fashion. Students who are issued an in school suspension met with a certified teacher each hour to continue their learning.

### **Student Demographic Data**

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

Central High is a small alternative high school that does not have sports teams, plays, social groups, etc. As a staff we had to come up with another way to address discipline issues we saw in throughout the day. To keep students in school, yet give them a consequence for their misbehavior, we have lunch detentions where students have to eat their lunch with a staff member away from other students, and fill out a reflection sheet on how they could have handled things differently.

### **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?**

The majority of our staff have over 15 years experience working with alternative/at risk students. Their knowledge, flexibility, and teaching styles impact student achievement through open communication with teachers, meetings with counselor, phone calls and letters from Principal. Staff/teacher relationships play a big part in seeing our students achieve. The staff has established trust and the students feel safe which impacts their learning. Our staff is consistent with school initiatives and able to implement a long term school improvement plan based on professional development and data.

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

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

The teachers keep current on the latest best practices through attending district and county workshops. The staff has open communication which allows them to critique each other's feedback in a nonthreatening way. The consistency of the teachers has allowed the staff to work collaboratively to reach all students. Their experience helps them figure out what specific needs their students are struggling with and build positive relationships which allows for student growth and success.

**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?**

The teachers at Central really do not have high absences. They are very committed to be in their classrooms due to their attachment to their students. The highest absenteeism is due to school improvement work days which pulls them out of the classroom.

**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?**

In the long run the impact of the absences due to professional learning days will show higher student growth. However on the day to day teacher pull out, we see some students suffering due to the quality of subs available.

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

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

Unfortunately we do not have a male or an African American role model for the teacher in our school. We will continue to seek out qualified staff from a diversified background.

## **Process Data**

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

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

Standard 1 - Purpose and Direction was the highest scores that we received as a school, followed by Standard 2: Governance and Leadership.

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

Standard 4: Resources and Support Systems is where we received our lowest score of a 2.86.

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

The fact that we have older computers, our students fall behind in the area of technology. Our laptops are old, the batteries are not charging and which causes students frustration.

### **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.**

We are hoping that with the passing of our upcoming Bond, that all schools will receive newer computers and technologies.

### **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?**

All of our students can take advantage of credit recovery classes through our E2020 on line learning, they can turn in work credit for electives, and we have a part-time special ed teacher who works with students struggling academically.

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

Our extended Learning Opportunities include taking E2020 on line classes at school, Michigan Virtual on their own, and American School. This is open to students in grades 10 - 12. (we do not service 9th graders)

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

Our counselor works closely with each student to see what credits they need to graduate. A phone call, a letter, or a face to face meeting is held with the counselor and the student to let them know their needs. Our counselor immediately puts the student on an academic plan as soon as she is notified a senior is in danger of failing a class.

**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?**

The district is moving toward the application of Atlas Rubric where core curriculum teachers have inputted standards, course outlines, essential questions, and graphics organizers to insure that vertical alignment is taking place 7-12th grade. Within the units state content standards have been articulated.

**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.**

NA

## **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**

Students are doing better reading fiction as opposed to non fiction.

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

Challenges that we face include dealing with 3rd grade to 12th grade reading levels in one classroom. Another challenge is getting the struggling reader to want to read and to see the need to improve their reading.

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

We are seeing more and more students come to us with low reading skills. This is causing struggles in all their classes.

### **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.**

Our School Improvement Plan continues to focus on reading. Teachers across the curriculum have implemented strategies to help students reading both fiction and non-fiction. We plan on training staff and implementation of Reading Apprentiship across the curriculum for athe 15-16 school year.

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

Students are able to articulate clear claims and evidence.

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

Students are not always able to organize their thoughts on paper in a coesive essay.

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

We see our students continue coming to us struggling in writing.

#### **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.**

Teachers are using the reading and writing process together in the classroom. In classes across the curriculm teachers use common writing rubrics to ensure the common core state standards for writing are being addressed.

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

Our students struggle in math, there is not one area that we feel they do not struggle in.

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

Our students do not know the basis of math such as addition, subtraction, fractions. They really come to us with low math skills.

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

The students are coming to us with little math credits and some of them have taken the same class three times without earning credit.

#### **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.**

We find ourselves doing more personal curriculum in the area of math. We try to switch out a higher level math with a math class that covers daily living math such as accounting or personal finance.

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

Students who come to our science classes are motivated by hands on learning, therefore, our teacher tries to incorporate hands on exercises on a weekly basis.

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

The challenges that we see is our students have the inability to withstand reading for a sustained period of time and do not use all the information within the text to answer questions. They struggle to understand graphs, charts, and captions under pictures.

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

It appears that a majority of our students still lack a foundation of science knowledge. Our instructor has to build a foundational base of knowledge with them before she can proceed with new material.

#### **22d. Science- Summary**

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

Our School Improvement Plan focus on reading across the curriculum, therefore in every class reading strategies will be addressed and worked on so that all students receive help in reading.

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

The strengths of our Social Studies class is silent reading and helping the students determine how to obtain information from the reading material.

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

Challenges that we see across the curriculum and in Social Studies is the inability of reading graphs and charts. The students have a hard time answering questions based on charts or graphs.

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

The trends that we see from our incoming students is that they still need reassurance and one on one to understand topics. The lack self esteem to answer questions and the teacher works on different approaches to build students confidence.

#### **23d. Social Studies- Summary**

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

Our School Improvement Plan of improving reading reaches across the curriculum. We believe that when the student becomes a better reading, their understanding and self esteem will also improve.

## 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?

In the student survey, the highest level of satisfaction among the students (4.29) was "in my school, I have access to counseling, career planning and other programs to help me in school". The second highest level of satisfaction (4.24) was "In my school, teachers work together to improve student learning". The third highest level of satisfaction (4.17) was "in my school, the principal and teachers have high expectations of me.". These top three areas of satisfaction validate that what we hold important at Central - relationships and success in school are being met.

### 24b. Student Perception Data

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

The lowest level of satisfaction among the students fell under the Resources and Support System of the student survey. The lowest score (3.09) was for the statement "In my school, computers are up-to-date and used by teachers to help me learn." I can easily see why the students rated this area the lowest as our computers are over ten years old and always breaking down.

### 24c. Student Perception Data

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

Our district just passed a bond which included upgrading of our technology in all schools. We are looking forward to the 15 - 16 school and having new technology to use with and for our students.

### 25a. Parent/Guardian Perception Data

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

The highest level of satisfaction on our parent survey was a three way tie of 4.12. Those areas were:

1. All my child's teachers help me to understand my child's progress.
2. All of my child's teachers keep me informed regularly of how my child is being graded.
3. All of my child's teachers report on my child's progress in easy to understand language.

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

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

The lowest level of satisfaction (3.0) among our parents/guardians is was:

Our school shares responsibility for student learning with its stakeholders.

Followed by (3.12) - Our school's purpose statement is formally reviewed and revised with involvement from parents.

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

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

Being an alternative high school we always struggle with parent involvement. However, we continue to reach out to parents for their feedback. We have plans to send our mission statement to all parents and ask for their input or ideas that they would like to see happen at Central.

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

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

The highest level of satisfaction among teachers/staff (4.71) was that "our school provides qualified staff members to support student learning." Followed by (4.57) that "in our school, a formal structure exists so that each student is well known by at least one adult advocate in the school who supports that student's educational experience".

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

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

One of the lowest level of satisfaction among teachers/staff fell under resources and support systems. The following areas received a 2.57 average score. "Our school provides a plan for the acquisition and support of technology to support student learning". This area also received a 2.57 "Our school provides a plan for the acquisition and support of technology to support the school's operational needs".

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

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

It is apparent with the staff, the students and the parents that our technology needs to be improved. As a district, we just passed a bond that will help replace and add new technology for all students.

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

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

The highest level of satisfaction among stakeholders/community was "the ability to reach the right person", that had a 94%. This was followed by "ease of contacting teachers when necessary" which received a 87% and the third highest was that of the principal for "responsive to concerns and openness to improvement" with a 78% grading.

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

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

The lowest overall level of satisfaction among stakeholder/community fell under the "Participation in school and District Committees" category which received a 29%, followed by a 42% for "participate in parent organization".

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

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

As a school district and as a school, we continue to reach out to our families to be a stakeholder. We will continue reaching out to families and looking for their input or their help at school.

## Summary

### 28a. Summary

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

The strength that I see in our school is the relationships we build with students. We make sure that every student in our program has an adult that that can reach out to; whether that person is the principal, the counselor, the hall monitor, teacher or custodian. We pride ourselves in our relationships that we form that help encourage our students to succeed. Many of our students will say that Central has a "family feeling" that makes them feel welcome.

Another strength is that of our staff. We all work together to make sure we can reach our students. Everyone is open to try new techniques and attend workshops. The staff works hard to reach all students through instruction, adjust the curriculum and using NWEA data to reach our struggling students. Our school leaders also provides opportunities for all stakeholder to be involved in our school and share their ideas.

In regards to challenges, we need more parent voices and support within our school. The students lack of parental support shows in their attendance, their grades and their will to succeed. Lately we have been faced with more homeless students and that has caused them to miss school and do poorly in their classes.

### 28b. Summary

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

The challenges that were identified in the demographic has a profound impact on student achievement. When students do not come to school due to lack of transportation, changes in living arrangements, no support, it has a great impact on student achievement. Students grades start to fall, their attitude changes, and they end up dropping out or failing the class. Students at Central suffer from low self esteem and the fear of failing. All of these challenges are more than the average high school student has to deal with. At Central we have at least 80% of our students that feel this depression and frustration.

### 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?**

All of the challenges that we stated are out of our hands to address. However, in the area of homeless students, we do and will continue to work with our Homeless Advocate to make sure these students have clothes, school supplies, gas cards, etc. to help them get to school.

Our school improvement goals of working on students reading levels will help the students feel more successful about themselves and hopefully be carried over to the classroom. Without a solid base in reading, the students will struggle in their classes, let alone life. We will continue to provide an Adult Mentor in our building so all of our students feel a connection.

# **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
	Literacy and math are tested annually in grades 1-5.	No	We are a 10 - 12 alternative high school.	

Label	Assurance	Response	Comment	Attachment
	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="https://www.farmington.k12.mi.us/cms/lib/MI01808718/Centricity/domain/101/annual%20reports/1516/fchs_1516.pdf">https://www.farmington.k12.mi.us/cms/lib/MI01808718/Centricity/domain/101/annual%20reports/1516/fchs_1516.pdf</a>	

Label	Assurance	Response	Comment	Attachment
	Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.	Yes	Our students come to us as 10th, 11th, and 12th graders. They bring their EDP's from their home schools.	

Label	Assurance	Response	Comment	Attachment
	Our school reviews and annually updates the EDPs to ensure academic course work alignment.	Yes	Our counselor works with students yearly on aligning their EDP's.	

Label	Assurance	Response	Comment	Attachment
	The institution complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of this institution that no person on the basis of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status or disability shall be subjected to discrimination in any program, service or activity for which the institution is responsible, or for which it receives financial assistance from the U.S. Department of Education. References: Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, The Age Discrimination Act of 1975, The Americans with Disabilities Act of 1990, Elliott-Larsen prohibits discrimination against religion.	Yes		

Label	Assurance	Response	Comment	Attachment
	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	Naomi Khalil Director of Instructional Equity Farmington Public School 489-3596	

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
	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	We have a Board Policy that we all follow.	

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

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

# **2015-16 School Improvement Plan**

## Overview

### Plan Name

2015-16 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	All students at Farmington Central High School will improve their reading skills.	Objectives: 1 Strategies: 2 Activities: 7	Academic	\$0
2	All students at Farmington Central High School will increase their math proficiency.	Objectives: 1 Strategies: 2 Activities: 5	Academic	\$0
3	All students at Farmington Central High School will become proficient writers.	Objectives: 1 Strategies: 2 Activities: 4	Academic	\$0

## Goal 1: All students at Farmington Central High School will improve their reading skills.

### Measurable Objective 1:

5% of Eleventh grade students will demonstrate a proficiency in reading comprehension. in English Language Arts by 06/10/2016 as measured by NWEA..

### Strategy 1:

Reading in the Content - 1. All teacher will focus on reading in content area using common core literacy standards.

Research Cited: Common Core Standards and the use of NWEA data.

Tier:

Activity - Vocabulary	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
1. Introduce academic vocabulary words in content area.	Direct Instruction	Tier 1	Implement	09/08/2015	06/10/2016	\$0	General Fund	Suzanne Alousi and Allison Lennex

Activity - Reading across content area	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Use a variety of reading material across content area.	Direct Instruction	Tier 1	Getting Ready	09/08/2015	06/10/2016	\$0	General Fund	All staff

Activity - PLT	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use PLT time to develop strategies and activities to meet common core literacy standards.	Professional Learning	Tier 1	Implement	09/08/2015	06/10/2016	\$0	General Fund	All staff

### Strategy 2:

Reaching low readers - Teachers will attend PLT's to develop strategies for reaching low level readers.

Research Cited: NWEA and Pearson

Tier:

Activity - Collaborate to identify struggling students in reading	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## School Improvement Plan

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Through a PD with all staff, target areas will be identified by the use of NWEA scores, MME and Pearson data.	Professional Learning	Tier 1	Getting Ready	09/08/2015	06/10/2016	\$0	General Fund	All staff
<b>Activity - Reading Workshop</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
English teachers will use reading workshop to teach common core standards	Direct Instruction	Tier 1	Implement	09/08/2015	06/10/2016	\$0	General Fund	All staff
<b>Activity - Monitoring Use of Reading Strategies</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Ongoing use of reading strategies through individual class work and group work.	Direct Instruction	Tier 1	Implement	09/08/2015	06/10/2016	\$0	General Fund	All staff
<b>Activity - Khan Academy</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Using Khan Academy students will use the diagnostic test created by the college board to determine their strengths and weaknesses for college readiness. Students will move forward using individual activities and assessments.	Academic Support Program, Getting Ready, Implementation, Technology	Tier 1	Implement	09/08/2015	06/10/2016	\$0	No Funding Required	All staff

## Goal 2: All students at Farmington Central High School will increase their math proficiency.

### Measurable Objective 1:

A 8% increase of 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 by passing their class in Mathematics by 06/10/2016 as measured by classroom work, quizzes, and tests results..

### Strategy 1:

PLT Differentiated Lesson Plans - 1. Within PLT, the math teacher will develop differentiated lesson plans to meet the learning goals of all students.

Research Cited: Resources used from Marzano Classroom Instruction That Works

Tier: Tier 1

## School Improvement Plan

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Activity - Teacher Training on Common Core	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math teacher will continue to attend county wide workshops on teaching common core for all high school math students for the 2014 - 2015 school year.	Professional Learning	Tier 1	Evaluate	09/08/2015	06/10/2016	\$0	District Funding	Ellen Ely
Activity - Understand Learning Style of students	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Through multiple demonstrations all student will understand the math concept being taught.	Direct Instruction	Tier 1	Evaluate	09/08/2015	06/10/2016	\$0	General Fund	Ellen Ely

### Strategy 2:

PLC Common Assessment - 1. Within PLC the math teacher will develop and use common assessments to align with CCSS.

Research Cited: Common Core State Standards and Marzano

Tier: Tier 1

Activity - Developing Common Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Develop formative assessment for content being taught for all our math students. Professional development through math workshops with Oakland Schools.	Evaluation	Tier 1	Implement	09/08/2015	06/10/2016	\$0	General Fund	Ellen Ely
Activity - Develop Rubric	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Develop rubric for formative assessments in math content areas.	Implementation	Tier 1	Implement	09/08/2015	06/10/2016	\$0	General Fund	Ellen Ely
Activity - Khan Academy	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Student will use Khan Academy to take a diagnostic test developed by college board to determine their strengths and weaknesses. Students will then move forward with individual activities and assessments.	Academic Support Program, Getting Ready, Professional Learning, Supplemental Materials, Technology	Tier 1	Implement	09/08/2015	06/10/2016	\$0	No Funding Required	All staff

## Goal 3: All students at Farmington Central High School will become proficient writers.

### Measurable Objective 1:

A 7% increase of Eleventh grade students will demonstrate a proficiency in essay writing. in English Language Arts by 06/10/2016 as measured by peer editing, drafts, and rubrics..

### Strategy 1:

Success in Writing - 1. PLT instructional practices - teachers will work within their PLT (all staff at Central are involved) to implement clear learning goals and targets within their classroom.

Research Cited: Resources from Marzano's Classroom Instruction That Works

Tier: Tier 1

Activity - PLT Writing Workshop	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Staff during PLTs will develop clear learning goals and learning targets to use during writing workshop.</p> <p>2. Use rubrics to evaluate peer editing, group editing, explicit instruction, worksheets and writing activities.</p> <p>2. One on one explicit instruction TEDED, 6+1 writing.</p> <p>2. Portfolios, pre and post surveys and assessments.</p>	Professional Learning	Tier 1	Getting Ready	09/08/2015	06/10/2016	\$0	General Fund	All staff

### Strategy 2:

Common Language - Teachers will develop common language to use across the departments while implementing common core writing units.

Research Cited: Common Core State Standards and Oakland Schools MAISA Units

Tier: Tier 1

Activity - Using Rubrics	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Use rubrics for peer editing, group editing, and teacher feedback, along with explicit instruction to evaluate writing activities.	Evaluation	Tier 1	Implement	09/08/2015	06/10/2016	\$0	General Fund	All staff

**School Improvement Plan**

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Activity - Common Core Writing Units	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Using the MASA Common Core writing units to developed by Oakland Schools to help students become reflective and proficient writers.	Direct Instruction	Tier 1	Implement	09/08/2015	06/10/2016	\$0	General Fund	All staff

  

Activity - Student Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Through the use of pre and post testing and surveys, staff will be able to assess students understanding of writing.	Evaluation	Tier 1	Implement	09/08/2015	06/10/2016	\$0	General Fund	All staff

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Khan Academy	Student will use Khan Academy to take a diagnostic test developed by college board to determine their strengths and weaknesses, Students will then move forward with individual activities and assessments.	Academic Support Program, Getting Ready, Professional Learning, Supplemental Materials, Technology	Tier 1	Implement	09/08/2015	06/10/2016	\$0	All staff
Khan Academy	Using Khan Academy students will use the diagnostic test created by the college board to determine their strengths and weaknesses for college readiness. Students will move forward using individual activities and assessments.	Academic Support Program, Getting Ready, Implementation, Technology	Tier 1	Implement	09/08/2015	06/10/2016	\$0	All staff

### District Funding

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Teacher Training on Common Core	Math teacher will continue to attend county wide workshops on teaching common core for all high school math students for the 2014 - 2015 school year.	Professional Learning	Tier 1	Evaluate	09/08/2015	06/10/2016	\$0	Ellen Ely

### General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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## School Improvement Plan

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Collaborate to identify struggling students in reading	Through a PD with all staff, target areas will be identified by the use of NWEA scores, MME and Pearson data.	Professional Learning	Tier 1	Getting Ready	09/08/2015	06/10/2016	\$0	All staff
Understand Learning Style of students	Through multiple demonstrations all student will understand the math concept being taught.	Direct Instruction	Tier 1	Evaluate	09/08/2015	06/10/2016	\$0	Ellen Ely
Reading Workshop	English teachers will use reading workshop to teach common core standards	Direct Instruction	Tier 1	Implement	09/08/2015	06/10/2016	\$0	All staff
Using Rubrics	Use rubrics for peer editing, group editing, and teacher feedback, along with explicit instruction to evaluate writing activities.	Evaluation	Tier 1	Implement	09/08/2015	06/10/2016	\$0	All staff
Developing Common Assessments	Develop formative assessment for content being taught for all our math students. Professional development through math workshops with Oakland Schools.	Evaluation	Tier 1	Implement	09/08/2015	06/10/2016	\$0	Ellen Ely
Common Core Writing Units	Using the MASA Common Core writing units to developed by Oakland Schools to help students become reflective and proficient writers.	Direct Instruction	Tier 1	Implement	09/08/2015	06/10/2016	\$0	All staff
Student Assessment	Through the use of pre and post testing and surveys, staff will be able to assess students understanding of writing.	Evaluation	Tier 1	Implement	09/08/2015	06/10/2016	\$0	All staff
Develop Rubric	Develop rubric for formative assessments in math content areas.	Implementation	Tier 1	Implement	09/08/2015	06/10/2016	\$0	Ellen Ely
PLT	Teachers will use PLT time to develop strategies and activities to meet common core literacy standards.	Professional Learning	Tier 1	Implement	09/08/2015	06/10/2016	\$0	All staff
Monitoring Use of Reading Strategies	Ongoing use of reading strategies through individual class work and group work.	Direct Instruction	Tier 1	Implement	09/08/2015	06/10/2016	\$0	All staff
Reading across content area	Use a variety of reading material across content area.	Direct Instruction	Tier 1	Getting Ready	09/08/2015	06/10/2016	\$0	All staff
Vocabulary	1. Introduce academic vocabulary words in content area.	Direct Instruction	Tier 1	Implement	09/08/2015	06/10/2016	\$0	Suzanne Alousi and Allison Lennex
PLT Writing Workshop	Staff during PLTs will develop clear learning goals and learning targets to use during writing workshop.  2. Use rubrics to evaluate peer editing, group editing, explicit instruction, worksheets and writing activities.  2. One on one explicit instruction TEDED, 6+1 writing.  2. Portfolios, pre and post surveys and assessments.	Professional Learning	Tier 1	Getting Ready	09/08/2015	06/10/2016	\$0	All staff