



# **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.

# **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 Public Schools, located in south Oakland County, serves approximately 10,000 students from Farmington, Farmington Hills, and a portion of West Bloomfield. Approximately 91,000 residents live in this suburban community. Farmington residents are supported by recreational and shopping opportunities, cultural activities, religious institutions, service clubs, civic organizations and a community college. Farmington Public Schools consists of four high schools, two middle schools, two upper-elementary schools, nine elementary schools, and two early childhood centers. The socioeconomic make-up of the Farmington community varies from families who are in need to affluent families. The median household income is \$69,283.

North Farmington is a comprehensive high school, located in the northern portion of the school district, offering college preparatory and career education curricula while serves 1,260 students in grades 9 - 12. 78 teaching staff members serve our students. Because of declining state funding, significant budget reductions have been made that affect all areas of the school district. As a result more than 20 of our staff members are new to North (but not necessarily the district) after significant layoffs and movement within the district in our efforts to right size due to declining district enrollment. Amidst concerns created by budget constraints and maintaining a rigorous core curriculum and co-curricular programs, Farmington Public Schools is also transitioning from a trimester system to a semester system in our secondary schools. We are also living into implementation of the construction and repairs that will follow last year's successful passing of our bond. We also face realignment of our district facilities to right size our district--this will include closure and re-purposing of up to 6 buildings, likely shifting from 3 high schools to 2, 2 middle schools to 3, and approximately six elementary schools. The high schools have maintained our complete offering of athletic programs and a rich balance of leadership club and activity opportunities for student involvement at increased costs to our families.

North Farmington High School and public schooling face many challenges. The evolution of the global community has resulted in the public school experience becoming one of the few remaining shared civic experiences for American citizens. Our service model must adapt to meet the needs of transitioning demographics and norms in this shared experience. Technological advancements provide more access to information and cultures, while simultaneously creating new social norms and learning preferences, all of which creates new opportunities and challenges for educators. Innovative changes in workplaces inform our progressive classroom arrangements that help us create learning communities to meet the deeper learning expectations of the Common Core Standards and our new teacher evaluation/quality instruction model. The current economic and political dynamics require school personnel to meet increased expectations with reduced budgets and smaller staffs, all which is compounded by the increased financial challenges to our residents.

## **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.**

At North Farmington High School we develop leaders, in the classroom and beyond. We promote student involvement to develop relationships, leadership and character, and to encourage positive behavior in an effort build academic and life skills necessary for success in post-secondary education, career, and life. We provide real opportunity, beyond access, in all programming through goal setting, strengths-based models, peer and adult mentoring, and communication to promote a sense of belonging and school ownership.

### North Farmington High School's Shared Purpose

The shared purpose of North Farmington High School is to cause learning for all students who enter North by: - achieving the Farmington Public Schools Learner Profile

- causing appropriate annual growth for students as measured by NWEA assessment, the MME assessment system and local assessments
- ensuring students are equipped to graduate from a four year college, trade school, or successfully enter the workforce.

### Our Guiding Principles are:

- All Means ALL
- Leave people better than you found them.
- Get better at what you do everyday.
- It's not a problem that there is a problem, we will judge you by how you handle it.

### North Farmington High School Mission Statement

The Mission of North Farmington High School is to build a safe, educational community that honors achievement, encourages genuine effort, and celebrates diversity in a technological world where a caring, educated person will be a productive, contributing member of society. We will accomplish this goal in a spirit of respect and partnership with open communications between parents, students, staff and community.

### North Farmington High Vision Statement

North Farmington High School is an exemplary learning community. To ensure future development and growth, the school must have a clear sense of the goals it is trying to accomplish, the school it seeks to become, and the contributions the various stakeholders in the school will make in order to transform ideals into reality. The following vision statement is intended to provide the standards North Farmington High School should strive to achieve and maintain to make this happen.

In an exemplary school, the PLT/PLC concept (Professional Learning Team/Professional Learning Community) characterizes how life is lived in that school on a daily basis. Teachers work collaboratively, as a staff, as departments, as teams to compare and align best practice with the current realities found in the school. The impact of this shared inquiry is to improve learning and achievement for each student. In other words, teachers will work in a system based on results and have the commitment to change the system to improve results.

In such a school, teachers work collaboratively in both formal and informal structures, adopting and implementing others' best ideas, reflecting on their individual and collective effectiveness to assess the impact their teaching has on student learning. Teachers model the  
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commitment, excellence, caring, and reverence for learning they expect of students.

In order to achieve our vision we will:

- Promote a curriculum that is both rigorous and relevant; one that focuses on a common core of knowledge while encouraging and integrating strategies, technology, and initiatives that improve learning;
- Rely on research to guide teaching;
- Align curriculum, instruction, and assessment that can be readily used to foster continuous improvement (simply put, to keep raising the bar with regard to expectations for teaching and learning);
- Provide institutional interventions for students who are struggling to meet expectations;
- Encourage each student to be involved in at least one co-curricular activity (clubs, music, theatre, athletics, service, etc.);
- Foster a climate where students are responsible for their learning and where their efforts are nurtured, encouraged, challenged, and affirmed;
- Communicate, on a regular basis, both formally and informally, with students and parents about learning, progress, expectations, and achievement.
- Celebrate learning, on a regular basis, both formally and informally, with students, parents, staff, and community.

## **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.**

The North Farmington faculty members have worked diligently to improve student learning in all areas. Professional Learning Teams have worked together to adopt Common Core Standards and identify benchmarks for curriculum alignment. Teams are reviewing assessment formats, and most PLTs have completed common summative assessments. Our district has begun professional development on the formative assessment process using the book "Classroom Assessment for Learning" by Chappuis, et.al. This work parallels the development and implementation of the Farmington Professional Growth and Teacher Evaluation Process, which is designed to ensure that every student will be engaged in quality learning experiences. Professional Learning Communities (Response to Instruction, Positive Behavior Support, Community Advisory Council, Safety, Relationships, Data Analysis) create structures and consistency to optimize outcomes through consistent expectations, language, actions, and reporting, and to apply systemic interventions for students.

North Farmington has experienced a slight decline in enrollment, with 1379 students enrolled in 2010/11, 1312 students enrolled in 2011/12, 1334 in 2012/13, and 1283 in 2013-14. Our ACT Composite scores have remained consistent over the last three years at 23.3, 23.3, and 23.1 in 2012. The number of students scoring three or higher on Advanced Placement Tests was 402 in 2010, 204 in 2011, and 378 in 2012.

## **Additional Information**

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

As points of pride, we maintain a strong Parent-Teacher-Student Association, and have thriving student leadership and transition programs (National Honor Society, Student Senate, Class Boards, LINK, POWER, and Diversity). We maintain a rich athletic program and a variety of fine arts opportunities (musical, vocal, and theatre). Our Career and Technical Education program is providing real life opportunities for students through service to the community; our Medical Skills Field Study gives student experience rotating through hospital specialties, and our Auto Mechanics program offers our community members repair and care service.

# **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.**

Department chairs, PLTs, QI Coaches, and the institutions teachers were all engaged in the development of the improvement plan. Meetings were scheduled monthly in collaboration with district leadership. Roles were defined, and meetings were structured to accommodate the needs of the institution in development of the improvement plan.

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

The school improvement team consists of the building principal, quality instruction (QI) coach, dept. heads, CASL leaders, and teachers from a variety of content areas. They attended monthly meetings to complete the school improvement work in this collaborative process.

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

We will share at the opening professional development in August 2015 as it already embraces the work that we are doing.

# 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?**

Enrollment has decreased slowly over the last three years while our ethnic demographics have remained relatively steady in terms of percentage of population for each ethnicity. We have seen a 2% increase in our Black population; a less than 1% change in our White and Asian population; a 2% decline in our Multi-Racial population; our Hispanic population has remained consistent; our Free and Reduced Lunch has held relatively steady; and our population of ELL students has held steady, but our students needing ELL supports looks to be on the rise.

The challenges we face are helping our African American, Chaldean, and ELL populations successfully become a part of our school culture and helping them academically close both the skills and achievement gap. This has also placed greater importance upon our work within our staff on cultural competence and dealing with implicit bias. We are also trying to preserve and enrich our ELL supports through getting numerous teachers SIOP trained, providing paraprofessional support where we can, and shifting to the WIDA standards and assessments. We are also engaging in significant efforts to improve quality instruction through inclusion of Marzano's best practices, Classroom Assessment for Student Learning, Universal Design for Learning, Classroom Technology, Reading Apprenticeship/Writing Collaborative, and Restorative Practices.

### **Student Demographic Data**

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

We do not have significant challenges with attendance. We do have waves of issues with students being tardy to class, but we have intervened with an effective tardy policy, a restorative practice version of detention, and being present in the halls to encourage and motivate students to be where they need to be on time. Even this has not been a significant challenge.

### **Student Demographic Data**

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

Our discipline referrals for minor classroom disruptions have significantly decreased as we have improved quality instruction and student engagement as well as increased the cultural competency and skills sets of our staff.

Our district has been cited for disproportionately suspending special education students and black students. We have implemented Restorative Practices as an intense intervention to address this and we have seen significant results in our building with lengths of suspensions decreasing, and increase in alternatives to suspension, and the development of a rigorous process of debate and analysis before we ever suspend a student.

**Student Demographic Data**

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

Please see initiatives mentioned in Responses 1, 2, and 3.

**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?**

We have a veteran Principal and Assistant Principal (new to the High School Level) and another newer Assistant Principal who was a veteran teacher in the building. We have an effective balance of organizational history, expertise, fresh perspective, as well as skills sets. Each of the three administrators brings significant teaching experience and backgrounds in quality instruction. We believe this team is an asset for improving 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?**

We are just emerging from a period of massive layoffs, call backs, and shifts in staff. We have a small number of veteran teachers, a solid core of mid-career teachers, and a much reduced group of younger teachers. This leaves us with a rich balance of experience and a solid core group to rely on for expertise, school culture, and school improvement.

**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?**

Our school leaders are absent predominantly for professional responsibilities rather than professional learning. They each miss several days per month for district meetings and committee work. A number of these commitments have been moved outside the school day in the last year. These absences are a minor hindrance to the ability to get into classrooms, observe, and provide feedback. This is addressed through proactive scheduling of observations and support conversations.

**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?**

Our district's budget has severely limited the number of substitute days available for staff to go to professional learning. While this has been a loss in some growth opportunities, it has ensured more teacher/student contact time. We have one staff member whose absences needed to be addressed as they were excessive because of its impact upon student learning.

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

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

We will be engaging in team building work with our administrative team to ensure that they function as cohesive and effective team able to leverage their assets and experiences to support student learning. We will continue to monitor attendance and address it when it is an issue.

## 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?**

Indicator 1.2, 2.3, 2.4, 2.5 scored a 4.0

Indicator 2.6, 3.3, 3.4, 3.5, 3.11, 4.1, 4.3, 4.4, 4.7, scored a 3.0

### **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?**

Indicator 2.0 scored a 1.0

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

2.2 - If our staff does not have faith in our Central Office, then we will operate in a disjointed and ineffective fashion. This will detract from our ability to serve students.

3.10 - Without a clear district grading policy we do not provide parents, students, and teachers with a clear, intelligible, and actionable picture of each learner's performance. We run the risk of conflating compliance and behavior with achievement. Bottom line we do not give students an understanding of their progress and growth.

5.1 and 5.3 - Without a clearly defined and comprehensive student assessment system, or the requisite training for staff to collect, analyze and act upon that data, we cannot engage in continuous quality improvement of our curriculum, instruction, and assessment and we cannot provide students nor ourselves with the data/feedback needed for students to understand and guide their learning.

### **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.**

For 2.2 we are working with Central Office to rebuild trust by understanding and meeting staff needs on an ongoing basis. We are also working to ensure clear and honest communication is our norm.

3.10 - We are working within our building to move toward common PLT and department grading policies to then foster a building-wide discussion to develop a common grading policy. We are also working with our Assistant Superintendent to work on this from a district perspective.

For 5.1 and 5.3 - With our ISD supporting 9th, 10th, and 11th graders taking the PSAT in the fall and the PSAT or SAT in the Spring, as well as our district supporting NWEA for freshman and sophomores twice a year we now have two sources of reliable external data to validate our SY 2015-2016

internal assessments. We will be working as a district to make Pearson Inform work as the warehouse and analysis tool for these data sets. We also stand ready to train our staff in research-based data analysis techniques and the Datawise approach to school improvement.

**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?**

We ensure that 504s are reviewed annually and disseminated to staff each semester. We ensure that IEPs are distributed to staff each semester. As either plan is update we get a new copy to staff. We monitor progress on IEP and 504 goals as well as opportunity for and use of accommodations. We provide para-support for our ELL students, SIOP trained staff, and regular check-ins on grades. We offer Edgenuity's E2020 platform for credit recovery during the day and after school. We provide extended learning opportunities with teachers each day after school, through 21j, dual enrollment, online courses, private instrument lessons, etc.

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

We offer online courses, dual enrollment courses, 21j courses, a full spectrum of CTE courses, a robotics program with possibilities to lead to internships with Bosch, a med skills co-op program where students work in local hospitals, a philanthropy course where students work with local organizations to do good in the community and many more. Most of these are available from junior year on. Some can begin as early as freshman year in particular circumstances.

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

Parents are notified annually of these extended learning opportunities through listserv, website, curriculum nights, and counselor meetings.

Students and parents often self-identify for these programs or their counselor or teachers recommends that they consider taking the course.

**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?**

Each Professional Learning Team aligns their curriculum to State/National standards, designing goals, targets and scales off of these standards, then designing assessment to measure and inform student progress. We have PLT notes and artifacts as well as student artifacts as evidence of this.

**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.**

Not Applicable.

## **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**

We are seeing significant value added growth in ACT (6+ pts average growth from 8th grade Explore to 11th grade ACT and now that is reflected in our NWEA with 1+ years growth for our freshman. On NWEA assessments we are seeing similar value added growth across almost all subgroups.

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

Our lowest growth in reading fell amongst our ELL students, especially males, amongst our African American students, especially males, and in Special Education.

While we are seeing similar value-added growth amongst all sub-groups, our black male students are getting the same value added but are falling 10 points lower than their peers.

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

What we are seeing has been relatively consistent over the last several year. We are seeing improvements within classes where teachers are explicitly teaching reading and writing skills.

**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.**

We are addressing these challenges in several ways. We are continuing to explicitly teach reading skills with the entire Social Studies curriculum and English. We are coupling these in a continuum with writing skills as a means to gather what students have taken from the text. Additionally we have a team of 9-10 teachers being trained in the research-based, highly effective strategies of Reading Apprenticeship (RA) and Writing Collaborative (WC). We have also inherited a number of teachers from other schools in the district who have been trained in RA who can support this group. The idea is to have these teachers practice RA in their own classrooms and within their PLTs so that they can develop mastery with it. They then will become a team of trainers for our entire building in the subsequent year. Our district is also placing emphasis on this and will be supporting trainings in RA throughout the year.

For our ELL students we are shifting to the WIDA standards and will teaching explicitly to these skills with paraprofessional support as well as possibly a bilingual teacher who can come in and team teach.

For our black students we will be identifying students through assessment data to approach teachers about building solid relationships with and focusing on meeting them where their skills are and operating with the explicit challenge that to close the gap, not just add the same amount of value that each student receives. Our staff is motivated in this regard and we are excited to embark on this work.

**20a. Writing- Strengths**

Not applicable.

**20b. Writing- Challenges**

Not applicable.

**20c. Writing- Trends**

Not applicable.

**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.**

This is not applicable for us as we do not yet have a valid measure of student writing either internally or externally. Our plan is emphasizing reading, math skills, student engagement, and academic success skills.

**21a. Math- Strengths**

We have designed highly effective instruction supported through fidelity with best practices in formative and assessment. We have even utilized Restorative Practices as a basis for how classrooms are run in our remedial Algebra II classes which has caused better behavior, deeper engagement, and a reduction in failures.

**21b. Math- Challenges**

We have successfully reduced failures in Algebra I remarkably in the last four years, but now need to translate this to Geometry and Algebra II in the next 1-2 years.

**21c. Math- Trends**

We have been improving in our performance in math and making huge strides that now need to be expanded across the entire department

**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 really need to continue and deepen the work of this department with quality instruction, effective assessment, and feedback. With the addition of a common core aligned, resource rich textbook and support materials we will have the raw materials to leverage this work even further.

**22a. Science- Strengths**

Not applicable.

**22b. Science- Challenges**

Not applicable.

**22c. Science- Trends**

Not applicable.

**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.**

Not applicable.

**23a. Social Studies- Strengths**

Not applicable.

**23b. Social Studies- Challenges**

Not applicable.

**23c. Social Studies- Trends**

Not applicable.

**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.**

Not applicable.

## 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?**

- 3. In my school, a high quality education is offered.
- 8. In my school, the principal and teachers have high expectations of me.
- 10. My school provides me with challenging curriculum and learning experiences.
- 18. All of my teachers explain their expectations for learning and behavior so I can be successful.
- 19. All of my teachers use tests, projects, presentations, and portfolios to check my understanding was taught.
- 21. All of my teachers keep my family informed of my academic progress.
- 22. All of my teachers fairly grade and evaluate my work.
- 23. In my school, the building and grounds are safe, clean, and provide a healthy place for learning.
- 26. In my school, computers are up-to-date and used by teachers to help me learn.
- 28. In my school, I can participate in activities that interest me.
- 29. In my school, I have access to counseling, career planning, and other programs to help me in school.
- 30. My school shares information about school success with my family and community members.
- 32. My school prepares me for success in the next school year.

### 24b. Student Perception Data

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

- 4. In my school, all students are treated with respect.
- 6. In my school, rules are applied equally to all students.
- 13. My school offers opportunities for my family to become involved in school activities and my learning.
- 14. My school makes sure there is at least one adult who knows me well and shows interest in my education and future.
- 17. All of my teachers change their teaching to meet my learning needs.
- 27. In my school, students help each other even if they are not friends.

### 24c. Student Perception Data

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

We work hard to ensure that we treat all students with respect. We are working on further ensure this within our administration and amongst our staff through the consistent use of our PBIS program and Restorative Practice.

We can address the fair and equitable application of the rules to all students through having clearly designed processes which include deliberation and consultation. This will ensure equity of treatment based upon the particulars of the situation and with an emphasis on repairing the situation.

We need to devote time and energy to allowing family to have more inroads to become a part of the school and their own students learning. One way we can do this is through making grading and progress reporting clear and relating it to actionable standards and feedback. This will enable parents to become an active participant and coach in their child's education.

We will be working with Equal Opportunity Schools this year. their surveys will ask each student to identify one adult they feel knows them well and shows interest in their education and future. WE can strengthen the relationships that students identify and then build relationships where students state that they do not feel they have an adult with whom they have this kind of relationship.

We will continue our work with Marzano best practices, UDL, Assessment for Learning, and Differentiated Instruction to train our teachers to identify student needs/interests, adapt to them, and provide choice and responsibility for students within their own learning.

Through our LINK crew mentoring program, Pay-It-Forward club, anti-bullying club, Diversity Club and student government we can make a push for leaders and mentors to model and reach out to support their peers and encourage others to do so as well.

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

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

1. Our school's purpose statement is clearly focused on student success.
6. Our school has high expectations for students in all classes.
8. Our school communicates effectively about the school's goals and activities.
19. My child knows the expectations for learning in all classes.
20. My child has at least one adult advocate in the school.
21. My child is given multiple assessments to measure his/her understanding of what was taught.
24. Our school provides qualified staff members to support student learning.
26. Our school provides a safe learning environment.
27. Our school provides students with access to a variety of information resources to support their learning.
29. Our school provides opportunities for students to participate in activities that interest them.
34. My child is prepared for success in the next school year.

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

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

2. Our school's purpose statement is formally reviewed and revised with involvement from parents.
13. All of my child's teachers meet his/her learning needs by individualizing instruction.
14. All of my child's teachers work as a team to help my child learn.

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

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

We can include more parent voice in the review of our purpose and mission through parental involvement in the SIP process, our PTSA, and perhaps social media.

We can ensure that teachers adapt to individual learning styles by helping teachers recognize different learning styles, differentiate instruction, provide student choice in learning, create student engagement and ownership of their learning, and through the use Universal Design for Learning.

We can continue to work in Professional Learning Teams on a weekly basis and augment this work through problem solving teams of a particular student's teachers, or an Early Intervention Team.

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

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

Purpose and Direction, Governance and Leadership, and Teaching and Assessing for Learning were all globally strong areas for us.

We an average score of 3.7 or higher in the following strands:

1. Our school's purpose statement is clearly focused on student success.
5. Our school has a continuous improvement process based on data, goals, actions, and measures for growth.
9. Our school's leaders expect staff members to hold all students to high academic standards.
30. In our school, staff members provide peer coaching to teachers.
32. In our school, all staff members participate in continuous professional learning based on identified needs of the school.
36. Our school provides qualified staff members to support student learning.
44. Our school provides opportunities for students to participate in activities that interest them.
52. Our school leaders monitor data related to student achievement.
53. Our school leaders monitor data related to school continuous improvement goals.

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

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

The following areas show the lowest level of satisfaction as each had an average score significantly 3.0:

23. All teachers in our school use consistent common grading and reporting policies across grade levels and courses based on clearly defined criteria.
49. Our school has a systematic process for collecting, analyzing, and using data.

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

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

We can and will develop a common grading policy and grade reporting timeline.

We now have consistent external and internal assessments from which to draw longitudinal data, so now we can utilize the data warehouse that we have and begin to analyze, problem solve and use data.

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

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

1. Our school's purpose statement is clearly focused on student success.
6. Our school has high expectations for students in all classes.
8. Our school communicates effectively about the school's goals and activities.
19. My child knows the expectations for learning in all classes.
20. My child has at least one adult advocate in the school.
21. My child is given multiple assessments to measure his/her understanding of what was taught.
24. Our school provides qualified staff members to support student learning.
26. Our school provides a safe learning environment.
27. Our school provides students with access to a variety of information resources to support their learning.
29. Our school provides opportunities for students to participate in activities that interest them.
34. My child is prepared for success in the next school year.

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

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

2. Our school's purpose statement is formally reviewed and revised with involvement from parents.
13. All of my child's teachers meet his/her learning needs by individualizing instruction.
14. All of my child's teachers work as a team to help my child learn.

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

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

We can include more parent voice in the review of our purpose and mission through parental involvement in the SIP process, our PTSA, and perhaps social media.

We can ensure that teachers adapt to individual learning styles by helping teachers recognize different learning styles, differentiate instruction, provide student choice in learning, create student engagement and ownership of their learning, and through the use Universal Design for Learning.

We can continue to work in Professional Learning Teams on a weekly basis and augment this work through problem solving teams of a particular student's teachers, or an Early Intervention Team.

## Summary

### 28a. Summary

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

We need to leverage and communicate all the things we do to get students to take more ownership and responsibility over their own learning to students and parents and help learn to how to use these things to support and enrich their learning.

We need to continue to leverage the high yield strategies that are reducing failures and increasing test scores to make sure we do this for all students at all levels.

We need to create more avenues for parents to be active partners and to share with them the amazing things we are doing for our students.

We need to create a sense of being understood and valued, equitable treatment, and sense of someone who cares for them for each and every student.

### 28b. Summary

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

If we do not engage student actively in their learning, as well as their parents, we will always fall short of what we can achieve together. If we do not build effective Tier One instruction supported by best practice and strategies, we will always fall short of what we can achieve together. If we do not help student take greater ownership and responsibility for their own learning through effective formative assessment practices we will always fall short of what we can achieve together.

### 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?**

Our SIP is designed to have goals that will progress us in Reading, Math, and student engagement through explicit structures of PLTs operating a process called SCAIL supported by specific strategies/activities of Marzano's Quality Instruction, Classroom Assessment for Learning, Universal Design for Learning, and Reading Apprenticeship/Writing Collaborative. This will build a rock solid Tier 1 instructional layer which will be informed and improved through data, so that we can adapt and intervene to cause learning for all students and ensure that ALL means ALL. In this way we will build a research-based, data-driven Multi-Tiered System of Supports.



# **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.	Yes		

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		

Label	Assurance	Response	Comment	Attachment
	Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.	Yes		

Label	Assurance	Response	Comment	Attachment
	Our school reviews and annually updates the EDPs to ensure academic course work alignment.	Yes		

Label	Assurance	Response	Comment	Attachment
	<p>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.</p> <p>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.</p>	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 and ELL (248) 489-3596	

# School Improvement Plan

North Farmington High School

Label	Assurance	Response	Comment	Attachment
	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		

Label	Assurance	Response	Comment	Attachment
	The institution has a School-Parent Compact. If yes, please attach the School-Parent Compact below.	Yes		

Label	Assurance	Response	Comment	Attachment
	The School has additional information necessary to support your improvement plan (optional).	Yes		

# **2015-2016 North Farmington High School Improvement Plan**

## Overview

### Plan Name

2015-2016 North Farmington High School Improvement Plan

### Plan Description

2015-2016 NFHS SIP 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 their math proficiency through Michigan math standards.	Objectives: 1 Strategies: 3 Activities: 9	Academic	\$130000
2	All students will increase their ELA proficiency through Michigan ELA standards	Objectives: 1 Strategies: 3 Activities: 10	Academic	\$0
3	All students will increase their engagement in school through positive relationships and academic/social-emotional intervention and support	Objectives: 1 Strategies: 1 Activities: 2	Academic	\$100000

## Goal 1: All students will increase their math proficiency through Michigan math standards.

### Measurable Objective 1:

66% of All Students will demonstrate a proficiency of Michigan math standards in Mathematics by 06/17/2016 as measured by MEAS and/or NWEA assessments.

### Strategy 1:

Quality Instruction Strategies - All staff will use quality instruction strategies in the classroom.

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	09/08/2015	06/17/2016	\$0	No Funding Required	All teaching staff

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	09/08/2015	06/17/2016	\$0	No Funding Required	All teaching staff

### 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 in their classes.

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 - Universal Design for Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## School Improvement Plan

North Farmington High School

Staff will utilize Universal Design for Learning (UDL) to give choice and voice to students in their learning. This will allow students to show what they know in a way that works best for that particular student.	Professional Learning	Tier 1	Implement	09/08/2015	06/17/2016	\$50000	Special Education	UDL coach and teaching staff
<b>Activity - Big Ideas Math Support</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>
Teachers will set up students with access to the Big Ideas Math tutorials and tutoring service online.	Direct Instruction, Technology	Tier 1	Implement	09/08/2015	06/17/2016	\$0	General Fund	All mathematics teachers
<b>Activity - Professional Learning Teams</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>
All staff will be a part of a Professional Learning Team to collaborate around the SCAIL process.	Professional Learning, Teacher Collaboration	Tier 1	Monitor	09/08/2015	06/17/2016	\$0	No Funding Required	All staff
<b>Activity - Quality Instruction Coaches</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>
All staff will have the availability to use a Quality Instruction Coach to help plan/implement effective instruction.	Professional Learning, Teacher Collaboration	Tier 1	Monitor	09/08/2015	06/17/2016	\$80000	General Fund	Quality Instruction Coaches, teaching staff

### 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.

Research Cited: Michigan Mathematics Standards

Atlas Rubicon

Tier: Tier 1

<b>Activity - Professional Development of Atlas Rubicon</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>
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## School Improvement Plan

North Farmington High School

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	09/08/2015	06/17/2016	\$0	General Fund	All math teachers
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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, Materials, Teacher Collaboration, Curriculum Development	Tier 1	Implement	09/08/2015	06/17/2016	\$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	09/08/2015	06/17/2016	\$0	General Fund	All math teachers

## Goal 2: All students will increase their ELA proficiency through Michigan ELA standards

### Measurable Objective 1:

80% of All Students will demonstrate a proficiency of Michigan ELA standards in English Language Arts by 06/17/2016 as measured by MEAS and/or NWEA.

### Strategy 1:

Quality Instruction - All staff will use quality instruction strategies

Research Cited: Marzano

Tier: Tier 1

Activity - Marzano Framework (DQ 1-4)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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**School Improvement Plan**

North Farmington High School

continuing attention and growth in the area of Marzano's framework (DQ1-4)	Direct Instruction, Curriculum Development	Tier 1	Evaluate	09/08/2015	06/17/2016	\$0	General Fund	All staff are responsible for the implementation and growth of Marzano Framework in the areas of DQ1 to DQ4
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Activity - CASL Resource	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Continued implementation and evaluation of CASL for quality instruction	Teacher Collaboration, Curriculum Development	Tier 1	Evaluate	05/28/2015	06/17/2016	\$0	General Fund	All staff are responsible and involved in CASL, led by a group of six to eight teacher leaders that meet monthly

Activity - PLT / SCAIL	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitor the continued implementation and evaluation of PLT SCAIL	Professional Learning	Tier 1	Evaluate	09/08/2015	06/17/2016	\$0	General Fund	Teaching staff and Administration

**Strategy 2:**

Use MTSS - Multi-Tiered Systems of Support with various activities including programs and technology

Research Cited: Batsche et al., 2005

Tier: Tier 2

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

North Farmington High School

Universal Design for Learning as a framework to improve learning for students and staff, using A Teacher's Monday Morning Guide to Implementing Common Core Standards using Universal Design for Learning.	Direct Instruction, Technology, Academic Support Program, Curriculum Development	Tier 2	Monitor	09/08/2015	06/17/2016	\$0	Special Education	Staff UDL coordinator,
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Activity - Technology support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Technology support includes software from Compass, Success Maker, and Moby Max.	Technology	Tier 1	Implement	09/02/2014	06/17/2016	\$0	General Fund	Technology support staff and UDL

Activity - Summer Programs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Summer programs offer a variety of options including new credit, credit recovery, and content area specific intervention classes.	Academic Support Program	Tier 1		09/08/2014	06/17/2016	\$0	General Fund	Summer program coordinator, summer supervisors, summer staff, and Instructional Equity

Activity - Interventionist	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Support through Interventionist and restorative practices position	Academic Support Program, Behavioral Support Program	Tier 2		09/08/2015	06/17/2016	\$0	Other	Interventionist, Restorative practices

### Strategy 3:

Implement MI ELA Standards through Atlas Rubicon - Implementing ELA standards through various activities with Atlas Rubicon

Tier: Tier 1

Activity - PD with Atlas Rubicon	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## School Improvement Plan

North Farmington High School

Web based curriculum mapping and training to staff	Professional Learning	Tier 1	Getting Ready	09/08/2015	06/17/2016	\$0	General Fund	Central Office staff and QI coaches
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	Curriculum Development	Tier 1	Getting Ready	09/08/2015	06/17/2016	\$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
Professional Learning Teams	Professional Learning	Tier 1		09/08/2015	06/17/2016	\$0	General Fund	All staff will participate in PLT as it relates to curriculum, collaboration, and instruction.

## Goal 3: All students will increase their engagement in school through positive relationships and academic/social-emotional intervention and support

### Measurable Objective 1:

90% of All 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:

Using quality instructional strategies - 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.

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

Riestenberg, Nancy (2012). Circle in the square: Building community and

**School Improvement Plan**

North Farmington High School

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, Behavioral Support Program, Teacher Collaboration	Tier 1	Implement	08/31/2015	06/17/2016	\$0	General Fund	All staff and administration.
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	08/31/2015	06/17/2016	\$100000	Special Education	All staff

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### Other

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Interventionist	Support through Interventionist and restorative practices position	Academic Support Program, Behavioral Support Program	Tier 2		09/08/2015	06/17/2016	\$0	Interventionist, Restorative practices
Reading Apprenticeship	Teacher training and development of Reading Apprenticeship within the school	Curriculum Development	Tier 1	Getting Ready	09/08/2015	06/17/2016	\$0	Several teachers will be trained and collaborate in PLT and departments

### Special Education

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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	08/31/2015	06/17/2016	\$100000	All staff
UDL	Universal Design for Learning as a framework to improve learning for students and staff, using A Teacher's Monday Morning Guide to Implementing Common Core Standards using Universal Design for Learning.	Direct Instruction, Technology, Academic Support Program, Curriculum Development	Tier 2	Monitor	09/08/2015	06/17/2016	\$0	Staff UDL coordinator,

## School Improvement Plan

North Farmington High School

Universal Design for Learning	Staff will utilize Universal Design for Learning (UDL) to give choice and voice to students in their learning. This will allow students to show what they know in a way that works best for that particular student.	Professional Learning	Tier 1	Implement	09/08/2015	06/17/2016	\$50000	UDL coach and teaching staff
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### General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Implementation of Big Ideas Math	Teachers will implement the Big Ideas Mathematics materials in math classrooms across the district (grades 6-11).	Professional Learning, Materials, Teacher Collaboration, Curriculum Development	Tier 1	Implement	09/08/2015	06/17/2016	\$0	All math 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, Behavioral Support Program, Teacher Collaboration	Tier 1	Implement	08/31/2015	06/17/2016	\$0	All staff and administration.
PD with Atlas Rubicon	Web based curriculum mapping and training to staff	Professional Learning	Tier 1	Getting Ready	09/08/2015	06/17/2016	\$0	Central Office staff and QI coaches
Quality Instruction Coaches	All staff will have the availability to use a Quality Instruction Coach to help plan/implement effective instruction.	Professional Learning, Teacher Collaboration	Tier 1	Monitor	09/08/2015	06/17/2016	\$80000	Quality Instruction Coaches, teaching staff
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	09/08/2015	06/17/2016	\$0	All math teachers

# School Improvement Plan

North Farmington High School

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	09/08/2015	06/17/2016	\$0	All math teachers
Marzano Framework (DQ 1-4)	continuing attention and growth in the area of Marzano's framework (DQ1-4)	Direct Instruction, Curriculum Development	Tier 1	Evaluate	09/08/2015	06/17/2016	\$0	All staff are responsible for the implementation and growth of Marzano Framework in the areas of DQ1 to DQ4
PLT / SCAIL	Monitor the continued implementation and evaluation of PLT SCAIL	Professional Learning	Tier 1	Evaluate	09/08/2015	06/17/2016	\$0	Teaching staff and Administration
PLT	Professional Learning Teams	Professional Learning	Tier 1		09/08/2015	06/17/2016	\$0	All staff will participate in PLT as it relates to curriculum, collaboration, and instruction.
Big Ideas Math Support	Teachers will set up students with access to the Big Ideas Math tutorials and tutoring service online.	Direct Instruction, Technology	Tier 1	Implement	09/08/2015	06/17/2016	\$0	All mathematics teachers
CASL Resource	Continued implementation and evaluation of CASL for quality instruction	Teacher Collaboration, Curriculum Development	Tier 1	Evaluate	05/28/2015	06/17/2016	\$0	All staff are responsible and involved in CASL, led by a group of six to eight teacher leaders that meet monthly
Technology support	Technology support includes software from Compass, Success Maker, and Moby Max.	Technology	Tier 1	Implement	09/02/2014	06/17/2016	\$0	Technology support staff and UDL

## School Improvement Plan

North Farmington High School

Summer Programs	Summer programs offer a variety of options including new credit, credit recovery, and content area specific intervention classes.	Academic Support Program	Tier 1		09/08/2014	06/17/2016	\$0	Summer program coordinator, summer supervisors, summer staff, and Instructional Equity
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### No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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	09/08/2015	06/17/2016	\$0	All teaching staff
Professional Learning Teams	All staff will be a part of a Professional Learning Team to collaborate around the SCAIL process.	Professional Learning, Teacher Collaboration	Tier 1	Monitor	09/08/2015	06/17/2016	\$0	All staff
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	09/08/2015	06/17/2016	\$0	All teaching staff