

RHS School Improvement Goals 2018- 2019

Rochester High School
Rochester Community Schools

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Overview

Plan Name

RHS School Improvement Goals 2018-2019

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 staff at Rochester High School will implement classroom routines that incorporate the research-based Visible Thinking Skills and 8 Cultural Forces. | Objectives: 1 Strategies: 1 Activities: 4 | Organizational | \$500 |
| 2 | All students at Rochester High School will increase proficiency in math literacy. | Objectives: 1 Strategies: 3 Activities: 5 | Academic | \$0 |
| 3 | All students at Rochester High School will increase proficiency in reading literacy. | Objectives: 1 Strategies: 4 Activities: 5 | Academic | \$0 |

Goal 1: All staff at Rochester High School will implement classroom routines that incorporate the research-based Visible Thinking Skills and 8 Cultural Forces.

Measurable Objective 1:

collaborate to implement a culture of thinking by 06/14/2019 as measured by surveying all stakeholders.

Strategy 1:

Routines addressing Visible Thinking Strategies and Cultural Forces - Teachers/staff will implement practices and routines in their instruction from Making Thinking Visible and from the 8 Cultural Forces to facilitate student thinking and enhance the learning environment.

Category: Career and College Ready

Research Cited: "Visible Thinking Tools." Project Zero, Harvard Graduate School of Education, Harvard University, <http://www.pz.harvard.edu/resources/visible-thinking-tools>.

Ritchhart, Ron. Making Thinking Visible. Jossey-Bass, 2011.

Ritchhart, Ron. Creating Cultures of Thinking: The 8 Forces We Must Master to Truly Transform Our Schools. Jossey-Bass, 2011.

Ritchhart, Ron, Patricia Palmer, Mark Church, and Shari Tishman. "Thinking Routines: Establishing Patterns of Thinking in the Classroom." Paper presented at the AERA, 2006.

Ritchhart, Ron, and David N. Perkins. "Learning to Think: The Challenges of Teaching Thinking." Cambridge Handbook of Thinking and Reasoning, Keith Holyoak and Robert G. Morrison, eds. Cambridge University Press, 2005.

Tier: Tier 1

| Activity - Teacher Implementation of Thinking Routines and Cultural Forces | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--|--------|-----------|------------|------------|-------------------|---------------------|-------------------------------|
| Teachers/staff will collaborate by departments at professional development meetings to implement cultural forces and thinking routines requiring students to engage with information and synthesize new ideas with existing knowledge. Teachers/staff will share observations and results. | Professional Learning, Teacher Collaboration | Tier 1 | Implement | 09/04/2018 | 06/14/2019 | \$0 | No Funding Required | Teaching staff |
| Activity - Debrief and Review of Implementation Plans | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Teachers/staff on the RHS Instructional Leadership team will debrief on staff-wide implementation of visible thinking strategies and cultural forces and seek staff feedback to identify any support needed. | Professional Learning, Monitor, Evaluation | Tier 1 | Monitor | 09/04/2018 | 06/14/2019 | \$0 | No Funding Required | Instructional Leadership Team |

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| Activity - Staff Book Study | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|---|--------|---------------|------------|------------|-------------------|---------------------|--|
| Teachers/staff will read and discuss the book, Making Thinking Visible, and share ideas on using thinking routines in the classroom. | Professional Learning | Tier 1 | Getting Ready | 09/05/2017 | 06/28/2019 | \$500 | General Fund | Teaching staff |
| Activity - Social-Emotional Support | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Teachers/staff will be surveyed to determine the need for social and emotional supports for students in our current learning environments. | Getting Ready, Behavioral Support Program | Tier 1 | Getting Ready | 09/04/2018 | 06/14/2019 | \$0 | No Funding Required | Instructional Leadership team will create and administer the survey and examine results. |

Goal 2: All students at Rochester High School will increase proficiency in math literacy.

Measurable Objective 1:

70% of Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, 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 student proficiency (pass rate) of skill in Mathematics by 06/14/2019 as measured by state assessment.

Strategy 1:

Standards-Based Instruction - Teachers/staff will utilize standards-based grading practices to implement an integrated system of instruction and assessment in order to identify student growth and provide needed support.

Category: Mathematics

Research Cited: Tomlinson, C., and J. McTighe. Integrating Differentiated Instruction and Understanding by Design. Association for Supervision and Curriculum Development, 2006.

Marzano, Robert J. Formative Assessment and Standards-Based Grading: The Classroom Strategies Series. Marzano Research, 2009.

Tier: Tier 1

| Activity - Re-Assessments for Tier 2 and 3 Support | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
|--|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|

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| Teachers/staff will provide access for students not meeting standards-based benchmarks to the academic center, where students will receive small group and individualized re-teaching and will re-take math assessments in order to meet the proficiency level. | Academic Support Program, Direct Instruction, Monitor | Tier 2 | Implement | 09/04/2018 | 06/14/2019 | \$0 | No Funding Required | Math department teachers and learning support staff. |
|---|---|--------|-----------|------------|------------|-----|---------------------|--|

| Activity - Instructional Needs Monitoring of Math Students | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------|--------|-----------|------------|------------|-------------------|---------------------|---------------------------|
| Teachers/staff in the math department will discuss instructional needs of students and incorporate specific math concept re-teaching, teacher feedback, and checkpoints for learning. | Direct Instruction | Tier 1 | Implement | 09/04/2018 | 06/14/2019 | \$0 | No Funding Required | Math department teachers. |

Strategy 2:

Instruction in Math Lab course - Teachers/staff will place students who have been identified as needing support in a class period of Math Lab, which will align with the pacing of the instruction in students' Algebra 1 course in order to provide Tier 2 and 3 instructional support.

Category: Mathematics

Research Cited: Carr, Sarah. "Credit Recovery Hits the Mainstream." Education Next Summer, 2014: 31-36.

Cortes, Kalena, Joshua Goodman and Takako Nomi. "A Double Dose of Algebra." Education Next Winter, 2013: 71-76.

Rollins, Suzy Pepper. Learning in the Fast Lane: 8 Ways to Put ALL Students on the Road to Academic Success. ASCD, 2014.

Tier: Tier 2

| Activity - Progress Monitoring of Math Lab Students | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|---|--------|-----------|------------|------------|-------------------|---------------------|-------------------|
| The math lab teacher will assess student deficiencies using the iReady Diagnostics tool given to students at the beginning and end of each quarter, and will monitor student growth in those areas using IXL software multiple times per week. | Academic Support Program, Direct Instruction, Monitor | Tier 2 | Implement | 09/04/2018 | 06/14/2019 | \$0 | No Funding Required | Math lab teacher. |

| Activity - Guided Student Reflection of Math Skills | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|--------|-----------|------------|------------|-------------------|---------------------|-------------------|
| The math lab teacher will use unit and formative classroom assessments to guide students in identifying areas of weaknesses using handheld whiteboards. | Academic Support Program, Direct Instruction, Monitor | Tier 2 | Implement | 09/04/2018 | 06/14/2019 | \$0 | No Funding Required | Math lab teacher. |

Strategy 3:

Classroom Tier 1 Support - Teachers/staff will use unit and formative classroom assessments to adapt instruction and assess progress of students not reaching the proficiency target, including identified subgroups.

Category: Mathematics

Research Cited: Fuchs, Lynn S. Mathematics Intervention at the Secondary Prevention Level of a Multi-Tier Prevention System: Six Key Principles. RTI Action Network. www.rtinetwork.org/essential/tieredinstruction/tier2/mathintervention.

VanDerHeyden, Amanda. RTI and Math Instruction. RTI Action Network. www.rtinetwork.org/learn/what/rtiandmath.

Tier: Tier 1

| Activity - Adapting Classroom Instruction | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|-----------------------------|--------|-----------|------------|------------|-------------------|---------------------|---------------------------|
| Teachers/staff in the math department will adapt instruction to student needs using checkpoints, daily guided notes, and daily practice problems. | Direct Instruction, Monitor | Tier 1 | Implement | 09/04/2018 | 06/14/2019 | \$0 | No Funding Required | Math department teachers. |

Goal 3: All students at Rochester High School will increase proficiency in reading literacy.

Measurable Objective 1:

70% of Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, 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 student proficiency (pass rate) of skill in Reading by 06/14/2019 as measured by state assessment.

Strategy 1:

Content Area Reading Instruction - Teachers/staff will embed reading instruction into content-area reading assignments using pre-reading and post-reading strategies.

Category: Career and College Ready

Research Cited: Vacca, Richard T., Vacca, Jo Anne L., and Maryann E. Mraz. Content-Area Reading: Literacy and Learning Across the Curriculum. Pearson, 2013.

Gallagher, Kelly. Deeper Reading: Comprehending Challenging Texts, 4-12. Stenhouse Publishers, 2004.

Buehl, Doug. Developing Readers in the Academic Disciplines, 2nd ed. Stenhouse Publishers, 2017.

Tier: Tier 1

| Activity - Instruction in Content-Area Reading Skills | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------|--------|-----------|------------|------------|-------------------|---------------------|---------------------|
| Teachers/staff will provide instruction in higher-level comprehension skills such as vocabulary in context and reading for inference. | Direct Instruction | Tier 1 | Implement | 09/04/2018 | 06/14/2019 | \$0 | No Funding Required | Classroom teachers. |

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| Activity - Guided Student Reflection of Reading Skills | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------|--------|-----------|------------|------------|-------------------|---------------------|------------------------------|
| Teachers/staff will guide students through self-reflection in strengths and weaknesses of their reading skills using PSAT assessment results. | Direct Instruction | Tier 1 | Implement | 09/04/2018 | 06/14/2019 | \$0 | No Funding Required | English department teachers. |

Strategy 2:

Support for Limited English Proficient Students - Teachers/staff will provide reading supports to students identified as needing assistance with English proficiency not reaching the proficiency target.

Category: Learning Support Systems

Research Cited: Francis, D. J., Rivera, M., Lesaux, N., Kieffer, M., & Rivera, H. Practical Guidelines for the Education of English Language Learners: Research-Based Recommendations for Instruction and Academic Interventions. RMC Research Corporation Center on Instruction, 2006.

Perogoy, S. and O. Boyle. Reading, Writing, and Learning in ESL: A Resource Book for Teaching K-12 English Learners, 7th ed. Pearson Education, 2016.

Gottlieb, M. Assessing English Language Learners: Bridges to Educational Equity, 2nd ed. Corwin Press, 2015.

Brown, H.D. and H. Lee. Teaching by Principles: An Interactive Approach to Pedagogy, 4th ed. Pearson Education, 2015.

VanPatten, B. From Input to Output: A Teacher's Guide to Second Language Acquisition. McGraw-Hill, 2003.

Echevarria, Jana, Vogt, MaryEllen, and Deboarah Short. Making Content Comprehensible for English Learners - The SIOP Model. Pearson Education, 2013.

Tier: Tier 1

| Activity - Classroom Tier 1 Reading Support for LEP | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|--------|-----------|------------|------------|-------------------|---------------------|--------------------|
| Teachers/staff will provide additional language supports necessary including pre-teaching vocabulary, extended wait time, cooperative learning opportunities, and supplemental texts and resources. | Direct Instruction, Monitor, Supplemental Materials | Tier 1 | Implement | 09/04/2018 | 06/14/2019 | \$0 | No Funding Required | Classroom teachers |

Strategy 3:

Support for Special Education Students - Teachers/staff will provide reading supports to students identified as needing special education in the areas of reading comprehension, reading fluency, and written expression.

Category: Learning Support Systems

Research Cited: Kamil, Michael, et. al. Improving Adolescent Literacy: Effective Classroom and Intervention Practices, 2008. ies.ed.gov/ncee/wwc/PracticeGuide/8.

Boardman, A. G., Roberts, G., Vaughn, S., Wexler, J., Murray, C. S., and M. Kosanovich. Effective Instruction for Adolescent Struggling Readers: A Practice Brief. RMC Research Corporation, Center on Instruction, 2008. www.centeroninstruction.org/files/Practice%20Brief%2DStruggling%20Readers%2Epdf.

Deborah K. Reed, Jade Wexler, and Sharon Vaughn. RTI for Reading at the Secondary Level: Recommended Literacy Practices and Remaining Questions. Guilford Press, 2012.

Tier: Tier 3

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| Activity - Tier 3 Reading Support | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--|--------|-----------|------------|------------|-------------------|-------------------|--|
| Teachers/staff will provide students with support and instruction consisting of vocabulary in context, key concept study guides, reciprocal reading, text mapping, and modeling of reading fluency. | Academic Support Program, Direct Instruction | Tier 3 | Implement | 09/04/2018 | 06/14/2019 | \$0 | Special Education | Special education teachers, speech and language professional staff |

Strategy 4:

Instruction in Language Arts 9 Essentials - Teachers/staff will place students who have been identified as needing support in a class period of Language Arts 9 Essentials in place of regular-paced Language Arts 9 in order to provide Tier 2 and 3 instructional support.

Category: English/Language Arts

Research Cited: Marzano, Robert J. Art and Science of Teaching / Reviving Reteaching. Educational Leadership, vol. 68, no. 2, Oct. 2010.pp.82-83.

www.ascd.org/publications/educational-leadership/oct10/vol68/num02/Reviving-Reteaching.aspx.

Tier: Tier 2

| Activity - Progress Monitoring of Language Arts 9 Essentials Students | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|-----------------------------|--------|-----------|------------|------------|-------------------|---------------------|----------------------------------|
| The Language Arts 9 Essentials teacher will use common assessments and class summative and formative assessments to monitor student growth and select the type of targeted instruction needed. | Direct Instruction, Monitor | Tier 2 | Implement | 09/04/2018 | 06/14/2019 | \$0 | No Funding Required | Language arts classroom teacher. |