

School Improvement Plan

Title I - Schoolwide

School Year: 2011 - 2012

School District: Wyoming Public Schools

ISD/RESA: Kent ISD

School Name: Rogers High School

Grades Served: 9,10,11,12

Principal: Mr. Bradley A. Perkins

Building Code: 03253

District Approval of Plan:

Authorized Official Signature and Date

Board of Education Approval of Plan:

Authorized Official Signature and Date

School Improvement Plan

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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. 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.

School Information

School:	Rogers High School
District:	Wyoming Public Schools
Public/Non-Public:	Public
Grades:	9,10,11,12
School Code Number:	03253
City:	WYOMING
State/Province:	Michigan
Country:	United States

Vision, Mission and Beliefs

Vision Statement

Rogers High School is a place where all members of the school community are recognized and appreciated for the unique contributions they bring to the learning process. Differences in cultures and backgrounds are appreciated. The staff of Rogers High School recognizes that an integration of efforts by all is critical to our success. Change is a dynamic process that allows us to continually meet the changing needs of our students.

Mission Statement

Rogers High School provides a comprehensive education to challenge and guide the academic development and personal growth of all students, promoting lifelong learning.

Beliefs Statement

Rogers High School believes

1. A safe and orderly environment enhances the learning process.
2. Mutual respect among all members of the school community is essential.
3. Education must be designed to best meet the individual needs of all students.
4. The various learning styles represented in a diverse population are best met by a variety of teaching styles.
5. An integrated approach to learning supports achievement of high standards and expectations.
6. Learning must be active and relevant to real life if students are to become lifelong learners.
7. An environment in which students develop academically, socially, and creatively prepares them for life after high school.
8. Goals are achieved by working together in a collaborative, problem-solving manner.
9. Continuous assessment and update of our program is essential in order to incorporate the changes necessary to meet the challenges students face upon graduating.
10. Staff should act as role models for the skills and behaviors expected of students.

Goals

Name	Development Status	Progress Status
Mathematics	Complete	Open
Reading	Complete	Open
Science	Complete	Open
Social Studies	Complete	Open
Writing	Complete	Open

Goal 1: Mathematics

Content Area: Math

Development Status: Complete

Student Goal Statement: All students will demonstrate proficiency in mathematics.

Gap Statement: The 2010-2011 AYP target for Mathematics on MME was 67% proficient. The 2011-12 target is 78% proficient. The data shows 39% of Rogers High School (RHS) students scored proficient in Mathematics on the spring, 2011 Michigan Merit Exam (MME), which represents a 28% gap between the 2010-11 AYP target and a 38% gap for the upcoming 2011-12 AYP target.

Subgroups that perform 10% or more below the overall student population are African-American (13%), Hispanic (28%), Economically disadvantaged (25%), English Language Learners (6%), and Special Education students (23%). For the second consecutive year, our ELL students have surfaced as a subgroup for which there is a greater than 10% difference.

We would like to meet the AYP target scores and be within 5% of the state average score on the Michigan Merit Exam (MME). Although the mathematics scores for Rogers High School students on the MME have increased over the past three years, they are still well below the state average of 50%. Only 35% of Rogers High School juniors were proficient in mathematics. In addition, there are significant gaps between subgroup proficiency scores as well. Through the focus on reading comprehension across the content areas, we can expect to see an even greater than 5% improvement.

CCR DATA ? 40% of 9th graders; 36% of 10th graders, 44% of 11th graders and 60% of 12th graders were proficient.

Subgroups that had a 10% of greater difference than the overall student population in some (but not all) grade levels were: African American, English Language Learners, Hispanic and Students with Disabilities.

Cause for Gap: Our students have difficulty with the higher level reading comprehension strategies, such as inference, drawing conclusions, and academic vocabulary. Literal comprehension, which is the primary type of reading comprehension assessed by MEAP in grades 3-8, and in which are students perform well, does not adequately prepare students for the level of reading required at the high school level and as measured by MME. In addition, our Hispanic and Free and Reduced Lunch students enter with language deficits that have accumulated over years.

Our incoming 8th graders have a deficiency in basic mathematical skills such as number sense, multiplication

facts, and instant recall of basic math facts (addition, subtraction, multiplication and division of whole numbers, fractions, decimals, and percentages).

Multiple measures/sources of data you used to identify this gap in student achievement: - Quarterly grade reports

- Michigan Merit Exam Data
- PLAN data
- EXPLORE data
- MEAP data
- Practice ACT data
- Scholastic Reading Inventory scores
- ELPA data
- Close and Critical Reading (CCR) data

What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal? Success for the 2011-12 school year will be measured by: A 10% increase overall and for all subgroups on the mathematics portion of MME. Additionally, successful completion of this goal will be determined by fewer D and E grades on students' quarterly reports, improved performance on district common assessments in mathematics, and improved performance on standardized tests. The staff at Rogers High School will use the following measures of assessment to monitor our progress toward this goal:

- Quarterly grade reports.
- Michigan Merit Exam data.
- PLAN data.
- EXPLORE data.
- MEAP data.
- Practice ACT data.
- Scholastic Reading Inventory scores.
- ELPA data.
- Close and Critical Reading (CCR) data.

Contact Name: Katharine Pennington

List of Objectives:

Name	Objective
Improving student achievement in mathematics.	1. Sixty-seven percent of all students at Rogers High School will score a 1 or 2 on the mathematics portion of the MME in 2012. 2. African-American, English Language Learners, and Special Education students at Rogers High School will increase their performance on the mathematics portion of the MME by 15% for each subgroup.

1.1. Objective: Improving student achievement in mathematics.

Measurable Objective Statement to Support Goal: 1. Sixty-seven percent of all students at Rogers High School will score a 1 or 2 on the mathematics portion of the MME in 2012.

2. African-American, English Language Learners, and Special Education students at Rogers High School will

increase their performance on the mathematics portion of the MME by 15% for each subgroup.

List of Strategies:

Name	Strategy
ACT Prep/Reading Comprehension	#1: Teachers will use the following ACT preparation strategies twice each week to foster academic improvement in the area of mathematics. Reading comprehension strategies such as Monitoring Comprehension, Connecting, Questioning, Visualizing, Inferring, Determining Importance, and Summarizing with emphasis on vocabulary will be incorporated into their daily teaching of mathematics. #2: Teachers will use the quarterly results of the Scholastic Math Inventory to identify students that are deficient in basic math skills. Teachers will then meet with these students and their parents to get students into a math skills class that meets intermittently.

1.1.1. Strategy: ACT Prep/Reading Comprehension

Strategy Statement: #1: Teachers will use the following ACT preparation strategies twice each week to foster academic improvement in the area of mathematics. Reading comprehension strategies such as Monitoring Comprehension, Connecting, Questioning, Visualizing, Inferring, Determining Importance, and Summarizing with emphasis on vocabulary will be incorporated into their daily teaching of mathematics.

#2: Teachers will use the quarterly results of the Scholastic Math Inventory to identify students that are deficient in basic math skills. Teachers will then meet with these students and their parents to get students into a math skills class that meets intermittently.

Selected Target Areas

I.2.B.3 Staff believe that active student engagement is a key feature of student success and there is an expectation that all teachers will design lessons and assessments that engage their students.

III.2.B.3 Each new teacher participates in an extensive induction program over at least a three year period. A Master Teacher is assigned to each new teacher. This teacher provides an intensive mentoring and coaching experience for the new teacher.

IV.1.A.2 The school places particular value on the diversity of its population. It demonstrates this belief through the diversity of its communication systems taking into account language, culture, economic status, and belief systems. Staff members are constantly looking for ways to bridge the gap between the culture at home and the school in order to develop meaningful conversations.

IV.1.B.2 The school is seen as a "learning organization" with parents serving a key role. Numerous extended learning opportunities are provided to parents in order to enhance their own education, as well as to reinforce and support their children learning at home.

IV.1.B.3 The school believes that parents and families are partners in helping students and the school succeed. In this role, they serve an important function as participants in the decision-making process. Particular efforts are made by the school to ensure that the demographics of parents in leadership roles represent the diversity of the school population.

V.2.A.2 The school community is engaged in dialog about the meaning of the information derived from the analysis of their data.

What research did you review to support the use of this strategy and action plan?

Lenz, B. Keith, Deshler, Donald, and Brenda Kissam. Teaching Content to All: Evidence-Based Inclusive Practices in Middle and Secondary Schools. Pearson, 2003.

Ways to Read: What a Text Says, Does, and Means. Kurland, Dan. www.criticalreading.com

Woodruff, S., Schumaker, J.B. and Deshler, D.D. (2002). The Effects of an Intensive Reading Intervention on the Decoding Skills of High School Students with Reading Deficits. (Research Report No. 15).

Lawrence, KS: University of Kansas Center for Research on Learning.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
1. ACT Prep/Reading Comprehension 2. Basic Math Skills	2011-09-06	2012-05-31	1. All instructional staff at Rogers High School will be responsible for implementing this activity. This includes teachers, paraprofessionals, and the media specialist. 2. Two staff members will receive release time to work with faculty to embed instructional strategies into classroom practices.

1.1.1.1. Activity: 1. ACT Prep/Reading Comprehension 2. Basic Math Skills

Activity Description: DIRECT INSTRUCTION-CLASSROOM

1. Two sessions of SOS Algebra will be provided for students who need this extra support based on MEAP, EXPLORE and SMI (Scholastic Math Inventory) and other local data.
2. Staff will incorporate Thinking Maps (and Pathways to Proficiency, a component of SIOP) into their lessons to support critical thinking and independent thinking of the math content.
3. Staff will begin each period with a Bell Ringer to engage students in their daily lessons.
4. Staff will incorporate technology into their lessons.
5. Every freshman, sophomore and junior will take a common ACT practice test to provide students with the experience of the high stakes test. This allows for staff to reflect on student strengths and weaknesses.
6. Staff will use a common rubric with a common reading selection for each content area to assess students critical and close reading achievement.
7. Teachers will continue to implement the University of Kansas strategies (LINCS, FRAME, Unit Organizer) to support literacy instruction.
8. Selected students who benefit by the support provided by E2020 will be provided with this opportunity.
9. In an effort to meet the unique academic and social needs of our freshman, we will provide a transition and mentoring program throughout the freshman year.

DIRECT INSTRUCTION - EXTENDED TIME

10. Saturday school and after school support will provide an opportunity for any student that is falling behind in math to get the extra time and instructional support needed to improve academic achievement.

PERSONNEL

11. Support for English Language Learners will be provided by teachers and paraprofessionals in all core content area classes.

PROFESSIONAL DEVELOPMENT

12. Common course teachers will observe peers implementing reading comprehension instruction and debrief at department meetings.

13. Staff will be trained in Close and Critical reading and reading comprehension strategies. Teachers will embed reading comprehension strategies in their planning to ensure delivery in all classrooms.

14. Department and SI team will review random selections of work to ensure that reading strategies are effective.

15. Staff will allow instructional leaders to come into the classroom to support and enhance instructional practices in reading, writing and the use of technology. They will evaluate and reflect on the modeling to assist in the implementation of the strategies in their own planning.

16. Staff will observe others teaching and reflect on the practices in the classroom holding each other accountable for implementing the school improvement strategies.

17. Staff will engage in quarterly review of all students data as it is made available using state and local data.

18. Professional Development in the areas of Common Core awareness and expectations, research-based instructional practices, Sheltered Instruction Observation Protocol (SIOP), and effective use of technology will be provided.

PARENT SUPPORT

1. Parent Night is an opportunity for parents to become informed of any changes to state's curriculum content standards and benchmarks.

2. Parents are informed of any changes in grading/recovery policies and assessments through letters, as needed.

3. Progress reports on student achievement are sent home at the end of every fourth week of the marking period to ensure to keep parents informed of how their child(ren) are doing in all their classes.

RESOURCES

In order to implement these activities, several resources will be needed. First, professional development for faculty and instructional staff will be necessary. This professional development will include exposure to training in a variety of instructional resources. In addition, substitute teachers will be necessary to allow staff members to observe model lessons and meet with our instructional leaders. Finally, the master schedule at Wyoming Park High School will reflect one full time employee (FTE) for E2020 recovery for students at risk as well as selected hours of teacher release to support strategies. English Language Learner (ELL) staff members will support science instruction within the instructional team environment. Special Education staff members will support science instruction within the instructional team environment. One staff member will be working independently to gather achievement data and other formative and summative data for all staff use and to provide professional development to teachers on how to use data to improve their instruction.

Planned staff responsible for implementing activity: 1. All instructional staff at Rogers High School will be responsible for implementing this activity. This includes teachers, paraprofessionals, and the media specialist.

2. Two staff members will receive release time to work with faculty to embed instructional strategies into classroom practices.

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-06, End Date - 2012-05-31

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Title I, section 31a, Title 3, Title 2a, WIA, see activities above	Title I Schoolwide	103,000.00	0.00

Goal 2: Reading

Content Area: English Language Arts

Development Status: Complete

Student Goal Statement: All students will demonstrate proficiency in reading.

Gap Statement: The 2011-2012 AYP target for reading on MME was 79% proficient; the 2011-12 AYP target is 86% proficient. The data shows that 60% of Rogers High School (RHS) students scored proficient in Reading on the Michigan Merit Exam (MME), which represents a 19% gap between the 2011-12 AYP target and a 26% gap for the 2011-12 target.

Subgroups that perform 10% or more below the overall student population are African-American (42%), Economically Disadvantaged (50%), and English Language Learners (38%). For the second consecutive year, our ELL students have surfaced as a subgroup for which there is a greater than 10% difference.

ELPA - The ELPA assessment was taken by 16 of the 179 11th grade students that took MME. In addition, 28 9th graders, 28 10th graders, and 17 12th graders took the ELPA Assessment. Data indicates that the majority of our ELL students across grades 9-12 score in the "Low Intermediate", "High Intermediate" and "Proficient" categories, with few or no students scoring in the "Basic" and "Advanced Proficient" categories.

CCR DATA ? 25% of 9th graders; 55% of 10th graders, 66% of 11th graders and 68% of 12th graders were proficient.

Subgroups that had a 10% of greater difference than the overall student population in some (but not all) grade levels were: African American, English Language Learners, Hispanic and Students with Disabilities.

Cause for Gap: Our students have difficulty with the higher level reading comprehension strategies, such as inference, drawing conclusions, and academic vocabulary. Literal comprehension, which is the primary type of reading comprehension assessed by MEAP in grades 3-8, and in which our students perform well, does not adequately prepare students for the level of reading required at the high school level and as measured by the MME. In addition, our Hispanic and Free and Reduced Lunch students enter with language deficits that have accumulated over years.

Multiple measures/sources of data you used to identify this gap in student achievement: - Quarterly grade reports.

- Michigan Merit Exam data.

- PLAN data.

- EXPLORE data.
- MEAP data.
- Practice ACT data.
- Scholastic Reading Inventory scores.
- Eighth grade placement scores and grade reports.
- ELPA data.
- Close and Critical Reading (CCR) data.

What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal? Success for the 2011-12 school year will be measured by: A 10% increase overall and for all subgroups on the reading portion of MME. Additionally, successful completion of this goal will be determined by fewer D and F grades on students' quarterly reports, improved performance on district common assessments in English courses, and improved performance on standardized tests. The staff at Rogers High School will use the following measures of assessment to monitor our progress toward this goal:

- Quarterly grade reports.
- Michigan Merit Exam data.
- PLAN data.
- EXPLORE data.
- MEAP data.
- Practice ACT data.
- Scholastic Reading Inventory scores.
- ELPA data.
- Close and Critical Reading (CCR) data.

Contact Name: Katharine Pennington

List of Objectives:

Name	Objective
Improving student achievement in reading.	79% of juniors will score a 1 or 2 on the Reading portion of the spring, 2012 MME.

2.1. Objective: Improving student achievement in reading.

Measurable Objective Statement to Support Goal: 79% of juniors will score a 1 or 2 on the Reading portion of the spring, 2012 MME.

List of Strategies:

Name	Strategy
ACT Prep/Reading Comprehension.	Teachers / Staff will implement twice a week the following strategies which they feel are most appropriate for the content being taught. Additionally, staff members will intentionally assess students quarterly using the Close and Critical Reading rubric to document progress. - ACT preparation. - One-sentence summaries of reading passages. - Test-reading skills; using LINC tables to grow students' vocabulary. - Close And Critical

Reading. - Ten Times Two. - See/Think/Wonder. - Asking and Answering Questions with Pair and Share. - Tear and Share. - Graphic organizers for making connections.

2.1.1. Strategy: ACT Prep/Reading Comprehension.

Strategy Statement: Teachers / Staff will implement twice a week the following strategies which they feel are most appropriate for the content being taught. Additionally, staff members will intentionally assess students quarterly using the Close and Critical Reading rubric to document progress.

- ACT preparation.
- One-sentence summaries of reading passages.
- Test-reading skills; using LINCS tables to grow students' vocabulary.
- Close And Critical Reading.
- Ten Times Two.
- See/Think/Wonder.
- Asking and Answering Questions with Pair and Share.
- Tear and Share.
- Graphic organizers for making connections.

Selected Target Areas

I.2.B.3 Staff believe that active student engagement is a key feature of student success and there is an expectation that all teachers will design lessons and assessments that engage their students.

III.2.B.3 Each new teacher participates in an extensive induction program over at least a three year period. A Master Teacher is assigned to each new teacher. This teacher provides an intensive mentoring and coaching experience for the new teacher.

IV.1.A.2 The school places particular value on the diversity of its population. It demonstrates this belief through the diversity of its communication systems taking into account language, culture, economic status, and belief systems. Staff members are constantly looking for ways to bridge the gap between the culture at home and the school in order to develop meaningful conversations.

IV.1.B.2 The school is seen as a "learning organization" with parents serving a key role. Numerous extended learning opportunities are provided to parents in order to enhance their own education, as well as to reinforce and support their children learning at home.

IV.1.B.3 The school believes that parents and families are partners in helping students and the school succeed. In this role, they serve an important function as participants in the decision-making process. Particular efforts are made by the school to ensure that the demographics of parents in leadership roles represent the diversity of the school population.

V.2.A.2 The school community is engaged in dialog about the meaning of the information derived from the analysis of their data.

What research did you review to support the use of this strategy and action plan?

Lenz, B. Keith, Deshler, Donald, and Brenda Kissam. Teaching Content to All: Evidence-Based Inclusive Practices in Middle and Secondary Schools. Pearson, 2003.

Ways to Read: What a Text Says, Does, and Means. Kurland, Dan. www.criticalreading.com

Woodruff, S., Schumaker, J.B. and Deshler, D.D. (2002). The Effects of an Intensive Reading Intervention

on the Decoding Skills of High School Students with Reading Deficits. (Research Report No. 15). Lawrence, KS: University of Kansas Center for Research on Learning.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
ACT Prep/Reading Comprehension Activities	2011-09-06	2012-05-31	1. All teachers and instructional staff members at Rogers High School. 2. Two staff members will receive release time to work with faculty to embed instructional strategies into classroom practices.

2.1.1.1. Activity: ACT Prep/Reading Comprehension Activities

Activity Description: DIRECT INSTRUCTION-CLASSROOM

1. Staff will incorporate Thinking Maps (and Pathways to Proficiency, a component of SIOP) into their lessons to support critical and independent thinking of reading selections.
2. Staff will begin each period with a Bell Ringer to engage students in their daily lessons.
3. Staff will incorporate technology into their lessons.
4. Every freshman, sophomore and junior will take a common ACT practice test to provide students with the experience of the high stakes test. This allows for staff to reflect on student strengths and weaknesses.
5. Staff will use a common rubric with a common reading selection for each content area to assess Students critical and close reading (CCR) achievement.
6. Teachers will continue to implement the University of Kansas strategies (LINCS, FRAME, Unit Organizer) to support literacy instruction.
7. Selected students who benefit by the support provided by E2020 will be provided with this opportunity.
8. In an effort to meet the unique academic and social needs of our freshman, we will provide a transition and mentoring program throughout the freshman year.

DIRECT INSTRUCTION - EXTENDED TIME

9. Saturday school and after school support will provide an opportunity for any student that is falling behind in English to get the extra time and instructional support needed to improve academic achievement.

PERSONNEL

10. Support for English Language Learners will be provided by teachers and paraprofessionals in all core content area classes.

PROFESSIONAL DEVELOPMENT

11. Common course teachers will observe peers implementing reading comprehension instruction and debrief at department meetings.
12. Staff will be trained in Close and Critical reading and reading comprehension strategies. Teachers will embed reading comprehension strategies in their planning to ensure delivery in all classrooms.
13. Department and SI team will review random selections of work to ensure that reading strategies are

effective.

14. Staff will allow instructional leaders to come into the classroom to support and enhance instructional practices in reading, writing and the use of technology. They will evaluate and reflect on the modeling to assist in the implementation of the strategies in their own planning.

15. Staff will observe others teaching and reflect on the practices in the classroom holding each other accountable for implementing the school improvement strategies.

16. Staff will engage in quarterly review of all students data as it is made available using state and local data.

17. Professional Development in the areas of Common Core awareness and expectations, research-based instructional practices, Sheltered Instruction Observation Protocol (SIOP), and effective use of technology will be provided.

PARENT SUPPORT

1. Parent Night is an opportunity for parents to become informed of any changes to state's curriculum content standards and benchmarks.

2. Parents are informed of any changes in grading/recovery policies and assessments through letters, as needed.

3. Progress reports on student achievement are sent home at the end of every fourth week of the marking period to ensure to keep parents informed of how their child(ren) are doing in all their classes.

RESOURCES

In order to implement these activities, several resources will be needed. First, professional development for faculty and instructional staff will be necessary. This professional development will include exposure to training in a variety of instructional resources. In addition, substitute teachers will be necessary to allow staff members to observe model lessons and meet with our instructional leaders. Finally, the master schedule at Wyoming Park High School will reflect one full time employee (FTE) for E2020 recovery for students at risk as well as selected hours of teacher release to support strategies. English Language Learner (ELL) staff members will support English instruction within the instructional team environment. Special Education staff members will support science instruction within the instructional team environment. One staff member will be working independently to gather achievement data and other formative and summative data for all staff use and to provide professional development to teachers on how to use data to improve their instruction.

Planned staff responsible for implementing activity: 1. All teachers and instructional staff members at Rogers High School.

2. Two staff members will receive release time to work with faculty to embed instructional strategies into classroom practices.

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-06, End Date - 2012-05-31

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Fusion Reading (2 sections)	Title I Schoolwide	40,000.00	0.00

Title I, section 31a, Title 3, Title 2a, WIA, see activities above	Title I Schoolwide	103,000.00	0.00
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Goal 3: Science

Content Area: Science

Development Status: Complete

Student Goal Statement: All students will demonstrate proficiency in science.

Gap Statement: Compared to the 61% proficient state average on the science portion of the Spring 2011 Michigan Merit Exam (MME), students at Rogers High School scored 45% proficient, a gap of 13%.

Subgroups performing 10% or more below the overall student population were African-American (26%), Hispanic (30%), Economically Disadvantaged (35%), English Language Learners (ELL) (13%), and Special Education (31%).

CCR DATA ? 11% of 9th graders; 46% of 10th graders, 39% of 11th graders and 42% of 12th graders were proficient.

Subgroups that had a 10% of greater difference than the overall student population in some (but not all) grade levels were: African American, English Language Learners, Hispanic and Students with Disabilities

Cause for Gap: The students at Rogers High School have difficulty with the higher level reading comprehension strategies, such as inference, drawing conclusions, and academic vocabulary. Literal comprehension, which is the primary type of reading comprehension assessed by the MEAP in grades 3-8, and in which our students perform well, does not adequately prepare students for the level of reading required at the high school level and as measured by the MME. In addition, our Hispanic and ELL students enter our school with language deficits that have accumulated over years.

Multiple measures/sources of data you used to identify this gap in student achievement: - Quarterly grade reports

- Michigan Merit Exam Data
- PLAN data
- EXPLORE data
- MEAP data
- Practice ACT data
- Scholastic Reading Inventory scores
- ELPA data
- Close and Critical Reading(CCR) Data

What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal? Success for the 2011-12 school year will be measured by a 10% increase overall and for all subgroups on the science portion of MME. Additionally, successful completion of this goal will be determined by fewer D and F grades on students' quarterly reports, improved performance on district common assessments in science, and improved performance on standardized tests. The staff at Rogers High School will use the following measures of assessment to monitor our progress toward this goal:

- Quarterly grade reports.
- Michigan Merit Exam data.

- PLAN data.
- EXPLORE data.
- MEAP data.
- Practice ACT data.
- Scholastic Reading Inventory scores.
- ELPA data.
- Close and Critical Reading (CCR) data.

Contact Name: Katharine Pennington

List of Objectives:

Name	Objective
Improving student achievement in science.	By 2012, 70% of all students at Rogers High School will score a 1 or 2 on the science portion of the Michigan Merit Exam. African-American, Hispanic, English Language Learners, and Special Education students will increase their performance on the science portion of the MME by 15%.

3.1. Objective: Improving student achievement in science.

Measurable Objective Statement to Support Goal: By 2012, 70% of all students at Rogers High School will score a 1 or 2 on the science portion of the Michigan Merit Exam. African-American, Hispanic, English Language Learners, and Special Education students will increase their performance on the science portion of the MME by 15%.

List of Strategies:

Name	Strategy
ACT Prep/Reading Comprehension	Teachers will use the following ACT preparation strategies twice each week to foster academic improvement in the area of science. Reading comprehension strategies such as Monitoring Comprehension, Connecting, Questioning, Visualizing, Inferring, Determining Importance, and Summarizing with emphasis on vocabulary will be incorporated into their daily teaching of science. In addition to utilizing the above strategies for all of the students at Rogers High School, we will be targeting our African-American, Hispanic, ELL, and Special Education students through ACT preparation focus groups after school.

3.1.1. Strategy: ACT Prep/Reading Comprehension

Strategy Statement: Teachers will use the following ACT preparation strategies twice each week to foster academic improvement in the area of science. Reading comprehension strategies such as Monitoring Comprehension, Connecting, Questioning, Visualizing, Inferring, Determining Importance, and

Summarizing with emphasis on vocabulary will be incorporated into their daily teaching of science.

In addition to utilizing the above strategies for all of the students at Rogers High School, we will be targeting our African-American, Hispanic, ELL, and Special Education students through ACT preparation focus groups after school.

Selected Target Areas

I.2.B.3 Staff believe that active student engagement is a key feature of student success and there is an expectation that all teachers will design lessons and assessments that engage their students.
III.2.B.3 Each new teacher participates in an extensive induction program over at least a three year period. A Master Teacher is assigned to each new teacher. This teacher provides an intensive mentoring and coaching experience for the new teacher.
IV.1.A.2 The school places particular value on the diversity of its population. It demonstrates this belief through the diversity of its communication systems taking into account language, culture, economic status, and belief systems. Staff members are constantly looking for ways to bridge the gap between the culture at home and the school in order to develop meaningful conversations.
IV.1.B.2 The school is seen as a "learning organization" with parents serving a key role. Numerous extended learning opportunities are provided to parents in order to enhance their own education, as well as to reinforce and support their children learning at home.
IV.1.B.3 The school believes that parents and families are partners in helping students and the school succeed. In this role, they serve an important function as participants in the decision-making process. Particular efforts are made by the school to ensure that the demographics of parents in leadership roles represent the diversity of the school population.
V.2.A.2 The school community is engaged in dialog about the meaning of the information derived from the analysis of their data.

What research did you review to support the use of this strategy and action plan?

Lenz, B. Keith, Deshler, Donald, and Brenda Kissam. Teaching Content to All: Evidence-Based Inclusive Practices in Middle and Secondary Schools. Pearson, 2003.

Ways to Read: What a Text Says, Does, and Means. Kurland, Dan. www.criticalreading.com

Woodruff, S., Schumaker, J.B. and Deshler, D.D. (2002). The Effects of an Intensive Reading Intervention on the Decoding Skills of High School Students with Reading Deficits. (Research Report No. 15).

Lawrence, KS: University of Kansas Center for Research on Learning.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
ACT Prep/Reading Comprehension	2011-09-06	2012-05-31	1. All instructional staff at Rogers High School will be responsible for implementing these activities. This includes teachers and the media specialist. 2. Two staff members will receive release time to work with faculty to embed instructional strategies into classroom practices.

3.1.1.1. Activity: ACT Prep/Reading Comprehension

Activity Description: DIRECT INSTRUCTION-CLASSROOM

1. Staff will incorporate Thinking Maps (and Pathways to Proficiency, a component of SIOP) into their lessons to support critical thinking and independent thinking of the science content.
2. Staff will begin each period with a Bell Ringer to engage students in their daily lessons.
3. Staff will incorporate technology into their lessons. This may include Webquests, interactive laboratories and scientific research.
4. Every freshman, sophomore and junior will take a common ACT practice test to provide students with the experience of the high stakes test. This allows for staff to reflect on student strengths and weaknesses.
5. Staff will use a common rubric with a common reading selection for each content area to assess students critical and close reading achievement.
6. Teachers will continue to implement the University of Kansas strategies (LINCS, FRAME, Unit Organizer) to support literacy instruction.
7. Selected students who benefit by the support provided by E2020 will be provided with this opportunity.
8. In an effort to meet the unique academic and social needs of our freshman, we will provide a transition and mentoring program throughout the freshman year.

DIRECT INSTRUCTION - EXTENDED TIME

9. Saturday school and after school support will provide an opportunity for any student that is falling behind in science to get the extra time and instructional support needed to improve academic achievement.

PERSONNEL

10. Support for English Language Learners will be provided by teachers and paraprofessionals in all core content area classes.

PROFESSIONAL DEVELOPMENT

11. Common course teachers will observe peers implementing reading comprehension instruction and debrief at department meetings.
12. Staff will be trained in Close and Critical reading and reading comprehension strategies. Teachers will embed reading comprehension strategies in their planning to ensure delivery in all classrooms.
13. Department and SI team will review random selections of work to ensure that reading strategies are effective.
14. Staff will allow instructional leaders to come into the classroom to support and enhance instructional practices in reading, writing and the use of technology. They will evaluate and reflect on the modeling to assist in the implementation of the strategies in their own planning.
15. Staff will observe others teaching and reflect on the practices in the classroom holding each other accountable for implementing the school improvement strategies.
16. Staff will engage in quarterly review of all students data as it is made available using state and local data.
17. Professional Development in the areas of Common Core awareness and expectations, research-based instructional practices, Sheltered Instruction Observation Protocol (SIOP), and effective use of technology will be provided.

PARENT SUPPORT

1. Parent Night is an opportunity for parents to become informed of any changes to state's curriculum

content standards and benchmarks.

2. Parents are informed of any changes in grading/recovery policies and assessments through letters, as needed.

3. Progress reports on student achievement are sent home at the end of every fourth week of the marking period to ensure to keep parents informed of how their child(ren) are doing in all their classes.

RESOURCES

In order to implement these activities, several resources will be needed. First, professional development for faculty and instructional staff will be necessary. This professional development will include exposure to training in a variety of instructional resources. In addition, substitute teachers will be necessary to allow staff members to observe model lessons and meet with our instructional leaders. Finally, the master schedule at Wyoming Park High School will reflect one full time employee (FTE) for E2020 recovery for students at risk as well as selected hours of teacher release to support strategies. English Language Learner (ELL) staff members will support science instruction within the instructional team environment. Special Education staff members will support science instruction within the instructional team environment. One staff member will be working independently to gather achievement data and other formative and summative data for all staff use and to provide professional development to teachers on how to use data to improve their instruction.

Planned staff responsible for implementing activity: 1. All instructional staff at Rogers High School will be responsible for implementing these activities. This includes teachers and the media specialist.
2. Two staff members will receive release time to work with faculty to embed instructional strategies into classroom practices.

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-06, End Date - 2012-05-31

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Title I, section 31a, Title 3, Title 2a, WIA, see activities above	Title I Schoolwide	103,000.00	0.00

Goal 4: Social Studies

Content Area: Social Studies

Development Status: Complete

Student Goal Statement: All students will be proficient in the arSocial Studies

Gap Statement: Compared to the 78% proficient state average on the social studies portion of the Spring 2011 Michigan Merit Exam (MME), students at Rogers High School scored 73% proficient, a gap of 5%.

Subgroups performing 10% or more below the overall student population were English Language Learners (ELL) (50%), and Special Education (46%).

CCR DATA ? 30% of 9th graders; 37% of 10th graders, 56% of 11th graders and 56% of 12th graders were proficient.

Subgroups that had a 10% of greater difference than the overall student population in some (but not all) grade levels were: African American, English Language Learners, Hispanic and Students with Disabilities.

Cause for Gap: The students at Rogers High School have difficulty with the higher level reading comprehension strategies, such as inference, drawing conclusions, and academic vocabulary. Literal comprehension, which is the primary type of reading comprehension assessed by the MEAP in grades 3-8, and in which our students perform well, does not adequately prepare students for the level of reading required at the high school level and as measured by the MME. In addition, our ELL students enter our school with language deficits that have accumulated over years.

Multiple measures/sources of data you used to identify this gap in student achievement: - Quarterly grade reports

- Michigan Merit Exam Data
- PLAN data
- EXPLORE data
- MEAP data
- Practice ACT data
- Scholastic Reading Inventory scores
- ELPA data
- Close and Critical Reading(CCR) Data

What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal? Success for the 2011-12 school year will be measured by a 10% increase overall and for all subgroups on the social studies portion of MME. Additionally, successful completion of this goal will be determined by fewer D and F grades on students' quarterly reports, improved performance on district common assessments in social studies, and improved performance on standardized tests. The staff at Rogers High School will use the following measures of assessment to monitor our progress toward this goal:

- Quarterly grade reports.
- Michigan Merit Exam data.
- PLAN data.
- EXPLORE data.
- MEAP data.
- Practice ACT data.
- Scholastic Reading Inventory scores.
- ELPA data.
- Close and Critical Reading (CCR) data.

Contact Name: Katharine Pennington

List of Objectives:

Name	Objective
Improving student achievement in social	By 2012, 90% of all students at Rogers High School will score a 1 or 2 on the social studies portion of the Michigan Merit Exam. English Language Learners and Special

studies.	Education students will increase their performance on the social studies portion of the MME by 15% each.
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4.1. Objective: Improving student achievement in social studies.

Measurable Objective Statement to Support Goal: By 2012, 90% of all students at Rogers High School will score a 1 or 2 on the social studies portion of the Michigan Merit Exam. English Language Learners and Special Education students will increase their performance on the social studies portion of the MME by 15% each.

List of Strategies:

Name	Strategy
ACT Prep/Reading Comprehension	Teachers will use the following ACT preparation strategies on a daily basis to foster academic improvement in the area of social studies: - one-sentence summaries of reading passages. - test-reading skills; using LINC tables to grow students' vocabulary. In addition to utilizing the above strategies for all of the students at Rogers High School, we will be targeting our English Language Learners and Special Education students through ACT preparation focus groups after school.

4.1.1. Strategy: ACT Prep/Reading Comprehension

Strategy Statement: Teachers will use the following ACT preparation strategies on a daily basis to foster academic improvement in the area of social studies:

- one-sentence summaries of reading passages.
- test-reading skills; using LINC tables to grow students' vocabulary.

In addition to utilizing the above strategies for all of the students at Rogers High School, we will be targeting our English Language Learners and Special Education students through ACT preparation focus groups after school.

Selected Target Areas

I.2.B.3 Staff believe that active student engagement is a key feature of student success and there is an expectation that all teachers will design lessons and assessments that engage their students.

III.2.B.3 Each new teacher participates in an extensive induction program over at least a three year period. A Master Teacher is assigned to each new teacher. This teacher provides an intensive mentoring and coaching experience for the new teacher.

IV.1.A.2 The school places particular value on the diversity of its population. It demonstrates this belief through the diversity of its communication systems taking into account language, culture, economic status, and belief systems. Staff members are constantly looking for ways to bridge the gap between the culture at home and the school in order to develop meaningful conversations.

IV.1.B.2 The school is seen as a "learning organization" with parents serving a key role. Numerous

extended learning opportunities are provided to parents in order to enhance their own education, as well as to reinforce and support their children learning at home.

IV.1.B.3 The school believes that parents and families are partners in helping students and the school succeed. In this role, they serve an important function as participants in the decision-making process. Particular efforts are made by the school to ensure that the demographics of parents in leadership roles represent the diversity of the school population.

V.2.A.2 The school community is engaged in dialog about the meaning of the information derived from the analysis of their data.

What research did you review to support the use of this strategy and action plan?

Lenz, B. Keith, Deshler, Donald, and Brenda Kissam. Teaching Content to All: Evidence-Based Inclusive Practices in Middle and Secondary Schools. Pearson, 2003.

Ways to Read: What a Text Says, Does, and Means. Kurland, Dan. www.criticalreading.com

Woodruff, S., Schumaker, J.B. and Deshler, D.D. (2002). The Effects of an Intensive Reading Intervention on the Decoding Skills of High School Students with Reading Deficits. (Research Report No. 15).

Lawrence, KS: University of Kansas Center for Research on Learning.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
ACT Prep/Reading Comprehension	2011-09-06	2012-05-31	1. All instructional staff at Rogers High School will be responsible for implementing this activity. This includes teachers, paraprofessionals, and the media specialist. 2. Two staff members will receive release time to work with faculty to embed instructional strategies into classroom practices.

4.1.1.1. Activity: ACT Prep/Reading Comprehension

Activity Description: DIRECT INSTRUCTION-CLASSROOM

1. Staff will incorporate Thinking Maps (and Pathways to Proficiency, a component of SIOP) into their lessons to support critical thinking and independent thinking of the social studies content.

2. Staff will begin each period with a Bell Ringer to engage students.

3. Staff will incorporate technology into their lessons.

4. Every freshman, sophomore and junior will take a common ACT practice test to provide students with the experience of the high stakes test. This allows for staff to reflect on student strengths and weaknesses.

5. Staff will use a common rubric with a common reading selection for each content area to assess students critical and close reading achievement.

6. Teachers will continue to implement the University of Kansas strategies (LINCS, FRAME, Unit Organizer) to support literacy instruction.

7. Selected students who benefit by the support provided by E2020 will be provided with this opportunity.

8. In an effort to meet the unique academic and social needs of our freshman, we will provide a transition and mentoring program throughout the freshman year.

DIRECT INSTRUCTION - EXTENDED TIME

9. Saturday school and after school support will provide an opportunity for any student that is falling behind in social studies to get the extra time and instructional support needed to improve academic achievement.

PERSONNEL

10. Support for English Language Learners will be provided by teachers and paraprofessionals in all core content area classes.

PROFESSIONAL DEVELOPMENT

11. Common course teachers will observe peers implementing reading comprehension instruction and debrief at department meetings.

12. Staff will be trained in Close and Critical reading and reading comprehension strategies. Teachers will embed reading comprehension strategies in their planning to ensure delivery in all classrooms.

13. Department and SI team will review random selections of work to ensure that reading strategies are effective.

14. Staff will allow instructional leaders to come into the classroom to support and enhance instructional practices in reading, writing and the use of technology. They will evaluate and reflect on the modeling to assist in the implementation of the strategies in their own planning.

15. Staff will observe others teaching and reflect on the practices in the classroom holding each other accountable for implementing the school improvement strategies.

16. Staff will engage in quarterly review of all students data as it is made available using state and local data.

17. Professional Development in the areas of Common Core awareness and expectations, research-based instructional practices, Sheltered Instruction Observation Protocol (SIOP), and effective use of technology will be provided.

PARENT SUPPORT

1. Parent Night is an opportunity for parents to become informed of any changes to state's curriculum content standards and benchmarks.

2. Parents are informed of any changes in grading/recovery policies and assessments through letters, as needed.

3. Progress reports on student achievement are sent home at the end of every fourth week of the marking period to ensure to keep parents informed of how their child(ren) are doing in all their classes.

RESOURCES

In order to implement these activities, several resources will be needed. First, professional development for faculty and instructional staff will be necessary. This professional development will include exposure to training in a variety of instructional resources. In addition, substitute teachers will be necessary to allow staff members to observe model lessons and meet with our instructional leaders. Finally, the master schedule at Wyoming Park High School will reflect one full time employee (FTE) for E2020 recovery for students at risk as well as selected hours of teacher release to support strategies. English Language Learner (ELL) staff members will support science instruction within the instructional team environment. Special Education staff members will support science instruction within the instructional team environment. One staff member will be working independently to gather achievement data and other formative and summative data for all staff use and to provide professional development to teachers on how to use data to improve their instruction.

Planned staff responsible for implementing activity: 1. All instructional staff at Rogers High School will be responsible for implementing this activity. This includes teachers, paraprofessionals, and the media specialist.

2. Two staff members will receive release time to work with faculty to embed instructional strategies into classroom practices.

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-06, End Date - 2012-05-31

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Title I, section 31a, Title 3, Title 2a, WIA, see activities above	Title I Schoolwide	103,000.00	0.00

Goal 5: Writing

Content Area: English Language Arts

Development Status: Complete

Student Goal Statement: All students will demonstrate proficiency in writing.

Gap Statement: Compared to the 47% proficient state average on the writing portion of the Spring 2011 Michigan Merit Exam (MME), students at Rogers High School scored 26% proficient, a difference of 21%.

Spring, 2011 - Subgroups performing 10% or more below the overall student population in were Economically Disadvantaged (15%).

Spring 2010 - Subgroups performing 10% or more below the overall student population in were African-American (6%), Hispanic (13%), Free and Reduced Lunch (14%), English Language Learners (ELL) (0%), and Special Education (5%).

Cause for Gap: The main reason that our students do not perform as well as we would like on the writing portion of the MME is because we have not provided specific feedback to students about their writing ability. Diagnostic versus holistic rubrics for writing have been used to assess student writing for the last few years in the Language Arts classes. The specific feedback this provides to students enables them to identify personal areas for growth in their writing, as well as providing feedback to teachers for targeted instruction.

We must continue to improve our interventions with our African-American, Hispanic, Free and Reduced Lunch, ELL, and Special Education students in writing. This is a unique challenge because of the hierarchy of language acquisition skills (i.e. Writing is mastered after speaking and reading.).

Multiple measures/sources of data you used to identify this gap in student achievement: While the MME is one of the primary sources of writing data, writing is required quarterly as part of all English Language Arts

classes for grades 9-12. This local data provides ongoing assessments of writing, including timed writing, that provides students and teachers with specific areas for improvement. Areas identified for improvement on this local data are similar to those found on the MME.

What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal? Success for the 2011-12 school year will be measured by: A 10% increase overall and a 15% increase by all subgroups on the writing portion of MME. Additionally, successful completion of this goal will be determined by fewer D and F grades on students' quarterly reports, improved performance on district common assessments in English courses, and improved performance on standardized tests. The staff at Rogers High School will use the following measures of assessment to monitor our progress toward this goal:

- Quarterly grade reports.
- Michigan Merit Exam data.
- PLAN data.
- EXPLORE data.
- MEAP data.
- Practice ACT data.
- Scholastic Reading Inventory scores.
- ELPA data.

Contact Name: Katharine Pennington

List of Objectives:

Name	Objective
Improving student achievement in writing.	1. In regards to the writing portion of the MME, 75% of all students at Rogers High School will score a 1 or 2 in 2012. 2. African-American, Hispanic, Free and Reduced Lunch, ELL, and Special Education students at Rogers High School will increase their performance on the writing portion of the MME by 15% in 2012.

5.1. Objective: Improving student achievement in writing.

Measurable Objective Statement to Support Goal: 1. In regards to the writing portion of the MME, 75% of all students at Rogers High School will score a 1 or 2 in 2012.
 2. African-American, Hispanic, Free and Reduced Lunch, ELL, and Special Education students at Rogers High School will increase their performance on the writing portion of the MME by 15% in 2012.

List of Strategies:

Name	Strategy
Process Writing	- All required English classes in grades nine through 12 will continue to assess four major required writings (one per quarter). - The writing process will be taught and implemented in all English classes. - All English classes will administer in-class timed writings, one per marking period, graded on the holistic ACT rubric. - Continued use of the gradual release model. - Marzano vocabulary strategies will be used to help students (especially ELL, Hispanic, and Special Education students).

5.1.1. Strategy: Process Writing

Strategy Statement: - All required English classes in grades nine through 12 will continue to assess four major required writings (one per quarter).

- The writing process will be taught and implemented in all English classes.
- All English classes will administer in-class timed writings, one per marking period, graded on the holistic ACT rubric.
- Continued use of the gradual release model.
- Marzano vocabulary strategies will be used to help students (especially ELL, Hispanic, and Special Education students).

Selected Target Areas

I.2.B.3 Staff believe that active student engagement is a key feature of student success and there is an expectation that all teachers will design lessons and assessments that engage their students.

III.2.B.3 Each new teacher participates in an extensive induction program over at least a three year period. A Master Teacher is assigned to each new teacher. This teacher provides an intensive mentoring and coaching experience for the new teacher.

IV.1.A.2 The school places particular value on the diversity of its population. It demonstrates this belief through the diversity of its communication systems taking into account language, culture, economic status, and belief systems. Staff members are constantly looking for ways to bridge the gap between the culture at home and the school in order to develop meaningful conversations.

IV.1.B.2 The school is seen as a "learning organization" with parents serving a key role. Numerous extended learning opportunities are provided to parents in order to enhance their own education, as well as to reinforce and support their children learning at home.

IV.1.B.3 The school believes that parents and families are partners in helping students and the school succeed. In this role, they serve an important function as participants in the decision-making process. Particular efforts are made by the school to ensure that the demographics of parents in leadership roles represent the diversity of the school population.

V.2.A.2 The school community is engaged in dialog about the meaning of the information derived from the analysis of their data.

What research did you review to support the use of this strategy and action plan?

Lenz, B. Keith, Deshler, Donald, and Brenda Kissam. Teaching Content to All: Evidence-Based Inclusive Practices in Middle and Secondary Schools. Pearson, 2003.

Ways to Read: What a Text Says, Does, and Means. Kurland, Dan. www.criticalreading.com

Woodruff, S., Schumaker, J.B. and Deshler, D.D. (2002). The Effects of an Intensive Reading Intervention on the Decoding Skills of High School Students with Reading Deficits. (Research Report No. 15).

Lawrence, KS: University of Kansas Center for Research on Learning.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Process Writing Activities	2011-09-06	2012-05-31	1. All instructional staff members at Rogers High School will be responsible for implementing this activity. This includes teachers, paraprofessionals, and the media specialist. 2. Two staff members will receive release time to work with faculty to embed instructional strategies into classroom practices.

5.1.1.1. Activity: Process Writing Activities

Activity Description: DIRECT INSTRUCTION-CLASSROOM

1. Staff will incorporate Thinking Maps (and Pathways to Proficiency, a component of SIOP) into their lessons to support critical thinking and independent thinking of the social studies content.
2. Staff will begin each period with a Bell Ringer to engage students in their daily lessons.
3. Staff will incorporate technology into their lessons.
4. Every freshman, sophomore and junior will take a common ACT practice test to provide students with the experience of the high stakes test. This allows for staff to reflect on student strengths and weaknesses.
5. Teachers will identify Focus Correction Areas (FCA's) in students writing and use this data to target specific areas for improvement.
6. Teachers will continue to implement the University of Kansas strategies (LINCS, FRAME, Unit Organizer) to support literacy instruction.
7. Teachers will use a common rubric with a required writing.
8. English teachers will be trained in the writing process with the expectation to implement the strategies by placing them in their lesson plans to ensure delivery in the classroom.
9. Selected students who benefit by the support provided by E2020 will be provided with this opportunity.
10. In an effort to meet the unique academic and social needs of our freshman, we will provide a transition and mentoring program throughout the freshman year.

DIRECT INSTRUCTION - EXTENDED TIME

11. Saturday school and after school support will provide an opportunity for any student that is falling behind in social studies to get the extra time and instructional support needed to improve academic achievement.

PERSONNEL

12. Support for English Language Learners will be provided by teachers and paraprofessionals in all core content area classes.

PROFESSIONAL DEVELOPMENT

13. Common course teachers will observe peers implementing writing instruction and debrief at department meetings.
14. Staff will be trained in thinking maps to increase student proficiency in pre writing.
15. Staff will use a common rubric to assess students writing achievement.
16. Teachers will work collaboratively to score random student writing to look at inter-rater reliability.

17. Collegial review of performance looking at time writing and formative assessments to look for strengths and weakness for all students and sub-groups.
18. Staff will allow instructional leaders to come into the classroom and model instruction/observe of writing strategies. They will evaluate and reflect on the modeling to assist in the implementation of the strategies in their own planning.
19. Staff will allow instructional leaders to come into the classroom to support and enhance instructional practices in reading, writing and the use of technology. They will evaluate and reflect on the modeling to assist in the implementation of the strategies in their own planning.
20. Staff will observe others teaching and reflect on the practices in the classroom holding each other accountable to the school improvement strategies.
21. Staff will engage in quarterly review of all students' data as it is made available using state and local data.
22. Professional Development in the areas of Common Core awareness and expectations, research-based instructional practices, Sheltered Instruction Observation Protocol (SIOP), and effective use of technology will be provided.

PARENT SUPPORT

1. Parent Night is an opportunity for parents to become informed of any changes to state's curriculum content standards and benchmarks.
2. Parents are informed of any changes in grading/recovery policies and assessments through letters, as needed.
3. Progress reports on student achievement are sent home at the end of every fourth week of the marking period to ensure to keep parents informed of how their child(ren) are doing in all their classes.

RESOURCES

In order to implement this strategy, several resources will be needed. First, professional development for faculty and instructional staff will be necessary. This professional development will include a variety of instructional resources. In addition, substitute teachers will be necessary to allow staff members to observe model lessons and meet with our instructional leaders. Finally, the master schedule at Rogers High School will reflect one full time FTE for E2020 recovery for students at risk as well as selected hours of teacher release to support strategies. ELL staff members will support writing instructions within the instructional team environment. One staff member will be working independently to gather achievement data and other formative and summative data for all staff use and to provide professional development to teachers on how to use data to inform their instruction.

- Planned staff responsible for implementing activity:**
1. All instructional staff members at Rogers High School will be responsible for implementing this activity. This includes teachers, paraprofessionals, and the media specialist.
 2. Two staff members will receive release time to work with faculty to embed instructional strategies into classroom practices.

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-06, End Date - 2012-05-31

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Title I, section 31a, Title 3, Title 2a, WIA, see activities above	Title I Schoolwide	103,000.00	0.00

Resource Profile

Funding Source	Planned Amount	Actual Amount
Title I Schoolwide	\$555,000.00	\$0.00

Additional Requirements

Comprehensive Needs Assessment

The comprehensive needs assessment (CNA) requirement is met by completing a School Data Profile/Analysis (SDP/A), School Process Profile, and Summary Report. The comprehensive needs assessment must be completed prior to creating a new plan or annually updating an existing school improvement plan.

Use the results of the comprehensive needs assessment to develop a Schoolwide Reform Model, Goals/Objectives/Strategies and Activities. Ensure that the Gap Statements and Causes for Gaps included in the Goals information address all four measures of data: student achievement data, school programs/process data, perceptions data (must include teachers and parents; student data is encouraged), and demographic data.

1. How was the comprehensive needs assessment conducted?

The comprehensive needs assessment is conducted annually near the end of the school year when all data is available. Members representing all stakeholders (Teachers, Parents, Administrators, Non-Professional Staff and Members) in the school are a part of this process. Student input is used through survey data gathered throughout the year. The team reviews various sources of data as they become available throughout the year. Multiple sources of data are included in the Comprehensive Needs Assessment. The results of the Comprehensive Needs Assessment are shared with the entire staff at staff meetings to develop goals, strategies, and action steps that are tied to the highest priorities for student achievement. Data about subgroup populations, especially ELL students, were given special attention in order to be sure that the needs of all children are being met in addition to the general school population

2. Summarize the results obtained from the comprehensive needs assessment and general conclusions drawn from those results. Include information from all four measures of data: student achievement, school programs/process, perception and demographic. More specific information will be included in your Goals/Objectives/Strategies and Activities.

SUMMARY OF STUDENT ACHIEVEMENT DATA

Overall, students at Rogers High School are not yet performing on the MEAP and MME assessments to the level that both we and the state expect. Some growth in reading, writing, math, and science and in almost all subgroups has been made over the past 3 years. Sub-groups that surface as needing special attention in some content areas (not all) are African American, Hispanic, Limited English Proficiency (LEP), Economically Disadvantaged students, and Students with Disabilities. Reading comprehension, including vocabulary, is an area that surfaces as an area of deficiency across all content areas as a result of teachers conducted annual reviews of overall MEAP/MME scores, strand performances, and item analysis (when possible). The writing process and response items where students need to infer and construct meaning (inquiry-type questions) are especially challenging for our students. Local results often indicate a higher level of student achievement than is demonstrated on standardized tests. The writing process and inquiry-type questioning and thinking, reading comprehension, including vocabulary) are areas in which local district assessments need to be reviewed/modified in order to serve as ongoing indicators of student progress.

PROCESS DATA

The Michigan School Improvement Rubrics were used to examine Process and Program Data. The rubrics

were completed during School Improvement meetings and any staff member that wanted to be a part of the process was encouraged to participate. Parents serve as regular members of the School Improvement Team. Dialogue included the gathering of evidence to verify that the rubric self evaluation was documented and that we were held accountable for our results. Our findings were then shared with the entire staff and parents. A review of the past 3 years of process profile data indicate that Rogers High School has implemented or is exemplary in almost all of the benchmarks under the 5 strands. In the area of Results Driven was considered Partially Implemented with the expectation that the SI Team will receive comprehensive training in our district data warehouse and ISD IGOR system using our in-district technology experts. The goal would be to build capacity within the SI team with the expectation of the teacher leaders to provide assistance and support to their departments.

PERCEPTION DATA

Surveys were conducted throughout the year with students, staff and parents. The general results of all survey determined the following:

1. Parents and students feel that Rogers High School is meeting their students' needs,
2. Parents and students feel school is safe,
3. Parents would like more opportunities for communication during off business hours, 4. Staff is caring and concerned about their students and their community
5. Parents are willing to support programs of interest within the school.

DEMOGRAPHIC DATA

The data show that our school continues to be in a state of flux in terms of our changing demographics. We are becoming much more economically and racially diverse. Future Professional Development should include poverty awareness to be sure we are prepared to meet this new challenge when improving learning for all students especially those that are economically disadvantaged. We have also seen an increase in our staffing for English Language Learner (ELL) teachers as a result of the increase in our Limited English Proficient (LEP) students. Our fiscal resources are, by and large, devoted to the students who need academic remediation; this is demonstrated by our commitment to co-teaching (in both Special Education and ELL).

Current overall enrollment is 815 students, with large numbers of 9th and 10th graders than 11th and 12th graders.

Student population has been relatively stable during the past five years. Subgroups that have grown by more than 5% over the past 5 years are:

1. Economically disadvantaged - 20% increase
2. Race/ethnic diversity - 12% increase

Schoowide Reform Model

1. Describe the overarching, comprehensive, research-based concept/program that the school improvement team is implementing in order to close achievement gaps of at-risk students and increase the academic achievement of all students.

Rogers High School's School Improvement Team has selected research-based strategies that align with the needs of their student population. While there isn't one "model" that is followed, the strategies and professional development to support the implementation of strategies provides a solid foundation for the initiatives that are being used. Research on the 90-90-90 schools, Marzano, AGI report, BEEP Instructional

model, SIOP, Thinking Maps and Pathways to Proficiency, are blended together to design a model of improvement that has demonstrated it is making a difference for our students. Significant improvement over the past 4 years is evidence that this approach works for our students.

Teachers work in professional learning communities to support each other and refine instructional strategies and review of student data for continuing improvement. Administration supports teacher efforts and channels resources toward strategies and activities that make a difference for students.

2. Describe how stakeholders were involved in the process of developing/selecting the reform model.

The School Improvement Team has been the driving force behind the strategies and activities that define our "model" to reform practices. But all staff are involved with the selection and refinement of strategies - whether through department meetings, staff meetings or PD sessions. All teachers are involved with reviewing data to ensure that the strategies are making a positive impact on student learning, and reworking/ re-finishing them if necessary.

Curriculum Alignment that Corresponds to the Goals

1. Describe how the curriculum is aligned with State standards and how this alignment will help the school meet the academic Goals. Describe the process for review and revision of the curriculum; evidence could include a timeline for curriculum review or a description of the review process.

Our curriculum is based on the state of Michigan High School Content Expectations. We utilize the Kent County "Curriculum Crafter" as a primary resource for curriculum. Content area teachers in the building modify instruction as needed to meet the needs of their students. Rogers HS works with the other high school in the district to ensure that curriculum maps and common assessments are well-designed, meet the needs of their students, and updated as needed. The district provides support to the buildings to implement these practices by providing knowledge of legislative mandates and existing quality programs. In addition, the district level promotes the coordination of building teams to dialogue about implementation and evaluation procedures and results. Finally the district provides resources, funds, personnel, supplies, etc. to assist in the implementation and evaluation of school building based practices.

At the building level, our entire staff works together periodically during the school year related to curriculum alignment and overall improvement of student achievement. This involves new teaming related to proper development, instructing, and assessing the curriculum. In addition, our building school improvement team meets a minimum of twice a month and other times as necessary throughout the school year and summer to develop, implement, and evaluate the effectiveness of educational strategies developed from those curriculum alignment meetings. The entire building staff meets twice a month in regular staff meetings/department meetings with curriculum issues and our school improvement plan as standing items.

2. Describe how decisions about curriculum, instruction and assessment are made at this school, and how all stakeholders are involved in the process.

At the building level entire staff work together during the school year to ensure that curriculum and assessments are aligned for the purpose of overall improvement of student achievement. This involves new teaming related to proper development, instructing, and assessing the curriculum. In addition each building

school improvement team meets a minimum of twice a month and other times as necessary throughout the school year and summer to develop, implement, and evaluate the effectiveness of educational strategies developed from those curriculum alignment meetings. The entire building staff meets twice a month in regular staff meetings/department meetings with curriculum issues and our school improvement plan as standing items.

Instruction by Highly Qualified Professional Staff

1. Provide an assurance statement that all teachers and instructional paraprofessionals are highly qualified OR a state-approved plan is in place for staff that does not meet requirements.

All instructional paraprofessionals at Rogers High School meet the highly qualified standards under No Child Left Behind requirements.

Strategies to Attract High-Quality, Highly Qualified Teachers to High Needs Schools

1. Identify the experience level of key teaching and learning personnel.

b. The table below identifies the experience level of key teaching and learning personnel:

<i>Number of Years Teaching exp.</i>	<i>Number of Teachers</i>	<i>Percentage of Teaching Staff</i>
<i>Over 15 years teaching exp.</i>	<i>28</i>	<i>57%</i>
<i>9-15 years teaching exp.</i>	<i>13</i>	<i>26%</i>
<i>4-8 years teaching exp.</i>	<i>6</i>	<i>12%</i>
<i>0-3 years teaching exp.</i>	<i>2</i>	<i>4%</i>

<i>Degree</i>	<i>No. of Teachers</i>	<i>Percentage Teaching Staff</i>
<i>BA/BS</i>	<i>9</i>	<i>18%</i>
<i>MA</i>	<i>12</i>	<i>24%</i>
<i>MA +</i>	<i>30</i>	<i>28 57%</i>

2. List the specific initiatives implemented at the district and school level for attracting/keeping high-quality, highly qualified teachers to/in high needs schools.

Rogers High School has had a very stable teaching staff.

Rogers High School, in a normal year, has very little turnover rate whether it be by leaving the profession or changing assignments. Our WEA/LEA contract supports the spirit of keeping staff in areas in which they are well experienced and trained. Unfortunately, the past several years have brought about significant layoffs and reassignments due to NCLB highly qualified and economic challenges that have significantly raised the turnover rate to almost 20%. Much of this was caused by closing three sites and realigning remaining sites during this window.

Rogers High School is able to attract teachers as new employees by offering competitive salaries and benefits. In addition, teachers receive monetary compensation for university credits toward Master's

Degrees, prescription reimbursement, service on the School Improvement Team, and Schedule B stipends for coaching and facilitating after-school clubs and activities. Teachers at Rogers High School are also provided one hour of preparation time each day to prepare for their classes and numerous professional development opportunities throughout the school year and summer.

Rogers High School works closely with the Schools of Education at Grand Valley State University, Calvin College, and Aquinas College to recruit highly qualified teachers. The highly qualified status of the teachers at Rogers High School is reviewed annually to ensure that the instructional staff remains highly qualified. Rogers High School teachers have also been provided the opportunity to attend a seminar with a representative from the Michigan Department of Education to clarify information and ask questions about highly qualified status

3. Describe the rate of teacher turnover for the school.

Rogers High School has maintained a stable staff over a long period of time with very few needs to hire additional staff. One year in the last 4, our turnover rate was 20% due to layoffs and reassignments as a result of budget cuts. Teachers do not voluntarily leave Rogers High School. Due to budgetary issues the rate of change will be unpredictable for the future.

4. If the school has identified a high teacher-turnover rate list the specific initiatives implemented to try and lower the rate. If the school does not have a high teacher turnover rate, enter "Not applicable" in the text box.

Rogers High School does not have a high teacher-turnover rate.

High-Quality and Ongoing Professional Development

Use the results of the comprehensive needs assessment to create a written professional development plan that identifies ongoing, sustained professional development that is aligned to the Goals, Objectives, Strategies and Schoolwide Reform Model. The specific professional development activities must be included as Activities under the Goals section. District professional development activities that align to the school's comprehensive needs assessment and Schoolwide Reform Model should also be included in the school-level Activities section.

Strategies to Increase Parental Involvement

1. It is critical that the school improvement team refers to the legislation included in the schoolwide school rubric as guidance while completing this section.

Describe, in detail, the Section 1118 (e)(1-5) and (14) and (f) strategies employed by the school to increase parental involvement.

A parent meeting was held by the building principal on June 21, 2010 with a parent group representing grades 9, 11, and 12. A parent representative continues to work with the School Improvement team to provide feedback from the parent community to the instructional staff. Raffles are held to encourage parents to attend "sports parent night". Incentives for attendance at parent literacy night are offered as well as resources to educate parents. Social networking tools are in use to communicate in a convenient manner.

The Principal at Rogers High School shall ensure that the Title I plan contains a written statement of guidelines which has been developed with, approved by, and distributed to parents of participating students. The guidelines shall describe how:

- *Rogers High School expects the parents to be involved in the program, including their participation in the development of the plan;*
 - *Meetings will be conducted with parents including provisions for flexible scheduling and whatever assistance the District may be able to provide parents in order to better ensure their attendance at meetings, and for providing information in a language the parents can understand;*
 - *Meetings will include review and explanation of the curriculum, means of assessment, and the proficiency levels students are expected to achieve and maintain;*
 - *Rogers High School will provide opportunities for parents to formulate suggestions, interact and share experiences with other parents, and participate appropriately in the decision-making about the program and revisions in the plan;*
 - *Rogers High School parents will be involved in the planning, review, and improvement of the Title I program;*
 - *Information concerning school performance profiles and their child's individual performance will be communicated to parents;*
 - *Rogers High School parents will be assisted in providing help to their children in achieving the objectives of the program by such means as ensuring regular attendance; monitoring television-watching; providing adequate time and the proper environment for homework; guiding nutritional and health practices; and the like;*
 - *Timely responses will be given to parental questions, concerns, and recommendation;*
 - *Rogers High School will provide coordination, technical assistance and other support necessary to assist Title I schools to develop effective participation activities to improve academic achievement;*
 - *An annual evaluation of the parental involvement plan will be conducted with parents, identifying any barriers to greater parental involvement (such as limited English, limited literacy, economic disadvantage, disability, etc.) and devising strategies to improve parental involvement;*
 - *Rogers High School parental involvement plan will be coordinated with other high school programs.*
 - *Other activities will be conducted as appropriate to the plan and State or Federal requirements.*
 - *The Principal shall also assure that each Title I participating school develops a specific plan, with parental involvement, which:*
 - *Convenes an annual meeting at a convenient time to which parents of participating children are invited to attend to explain the parents' rights to be involved and the schools obligations to develop an involvement plan;*
 - *Will devise a flexible meeting schedule and describe assistance to encourage parental involvement, such as child care, transportation, home visits, or similar aid;*
 - *Will involve parents in an organized, on-going and timely way in the development, review and improvement of parent involvement activities;*
 - *Will provide participating students' parents with:*
 - o Timely information about the Title I programs;*
 - o An explanation of the curriculum, the forms of academic assessment and the proficiency levels expected;*
 - o Regular meetings, upon request, to make suggestions and receive response regarding their student's education;*
 - o Develops jointly with parents a school-parent compact which outlines the responsibilities of the school staff, the parents and the student for academic improvement, including the school's responsibility to provide high quality curriculum, and instruction in a supportive, effective learning environment*
- Assist parents in understanding the state's content standards and assessments and how to monitor their child's progress*
- Parents will be provided the following resources for monitoring their child's progress:*
- *Parent/Teacher Open House (at which time State content standards will be explained by principal and*

counselors)

- Counselors, Staff, and administrators are available before and after school as needed
- Parent Connect (online tool for accessing student's grades)
- Monthly Newsletter (Voice of the Viking)
- Mid-Quarter progress reports sent to the home
- Quarterly report cards sent to the home
- Bi-yearly parent-teacher conferences

Provide materials and training to help parents work with their children

Rogers High School assists parents in understanding state's curriculum and assessments in the following ways:

- Parent Night is an opportunity for parents to become informed of any changes to state's curriculum content standards and benchmarks.
- Parents are also informed of any changes in grading/recovery policies and assessments through letters, as needed.
- Progress reports on student achievement are sent home at the end of every fourth week of the marking period to ensure to keep parents informed of how their child(ren) are doing in all their classes.
- Parents receive a copy of MEAP/MME scores and are offered the opportunity to have the school help them interpret these scores
- "Parent Connect", and instructional website, is available for parents to monitor their child(ren)'s progress in classes, as well as be informed on issues related to attendance, discipline, as well as a direct e-mail connection to facilitate communication with teachers.
- Parents receive a newsletter quarterly with information from teachers, coaches, administrators, about academics as well as extracurricular events.

All forms of communication are available to parents in parent-friendly language. School makes every effort to provide all forms of communication through translation services when needed. Translators are also provided at Parent Teacher Conferences as well as other important functions at school. It is vital that information is not only read in parent friendly language but also explained to parents.

Rogers High School, School Improvement team evaluates parent input on a continued basis;

- Suggestions received through our newsletter or during parent meetings or survey's are reviewed by team and assessed for merit. A plan for improvement is developed in conjunction with parents on the SI Team.

At Rogers High School, we see students, teachers and parents as partners for learning between the home and school

Rogers High School Staff worked jointly with a committee of parents to develop the school-parent compact which outlines the responsibilities of the school staff, the parents and the student for academic improvement including:

- The school's responsibility to provide high quality curriculum, and instruction in a supportive, effective learning environment
- Parent's responsibility for such things as monitoring attendance, homework, extracurricular activities excessive television watching: volunteering in the classroom
- The importance of parent teacher communication on an on-going basis through at least annual parent/teacher conferences to discuss achievement and the compact; frequent progress reports to the parents; reasonable access to the staff and opportunities to observe and participate in classroom activities

2. Describe the role of parents in the following schoolwide school plan/program areas:

2a. Design

Rogers High School designed a parent/guardian survey during the first quarter to determine how we can best meet the needs of our students. This survey included opportunities for parents/guardians to provide input on the school plan for student achievement (including attendance policy, academic recovery, behavior modification, etc.)

2b. Implementation

Rogers High School makes every effort to make all documents available in the native language spoken in the home. In addition, Rogers High School will continue an open house event for the 2011-2012 year with attendance/participation incentives.

2c. Evaluation

Parent involvement will be evaluated through attendance at Parent-Teacher Conferences, participation rate in open house events, and survey responses.

3. Describe how the school provides individual student academic assessments results, including interpretation of those results, in a language the parents can understand.

All communication will be available in parent-friendly language and in native home-spoken languages where applicable.

In 2011-2012, parents will receive in the mail four progress reports, four report cards, nine newsletters, and several other letters from the school staff. Parents will also be mailed individual student reports for applicable standardized tests (MEAP, MME, PLAN, WorkKeys). Furthermore, parents have immediate access to all grading and attendance information that is student-specific on Parent Connect, the district's web-based student information system. Parent-Teacher Conferences are also held on four separate dates for a total of twelve hours each year. If these dates and times are not convenient for parents, the instructional staff at Rogers High School is extremely flexible and willing to schedule an alternate conference.

4. Describe the role of parents in the development of the School-Parent Compact. Provide an assurance statement that the compact is used at least annually at elementary-level parent-teacher conferences. If the school serves only middle school or high school grades, the school may put a statement in the box that indicates this section is "Not applicable due to grade levels served".

The compact will be given to parents and addressed by the Principal during open-house invitation. At Parent-Teacher Conferences, each teacher will have a copy of the compact to use as a reference tool when meeting with parents and students. The compact will also be the basis for Student Study Team agenda meetings. Improvement / Intervention Plans for students' academic success will be modeled after the components identified in the compact.

5. Describe how the parent involvement components of the schoolwide plan will be evaluated.

All parent involvement components of the school-wide plan are evaluated using a survey at the end of each event, as well as an annual comprehensive survey that informs activities for the following year. Informal feedback from parents on an ongoing basis is also used regularly to improve our practices. The parent involvement component of the schoolwide plan will be evaluated throughout the 2011/2012 school year. This will be accomplished with the use of surveys, parents meetings, and/or focus groups. These results will be used to monitor and improve the parent involvement program at Rogers High School. The School-Parent Compact is annually revised with the input of Title I administration, and parents. Following the revisions the compact is shared with all families at Parent/Teacher Conferences. Individual student academic assessment results are shared with parents in a variety of ways which include: conferences, progress reports, progress monitoring, grade book viewer, marking periods/reports cards. Data received through the parent surveys is evaluated and areas of need highlighted to devise strategies to improve involvement. Suggestions from parent School Improvement members are discussed and areas of need identified and addressed.

6. Summarize the results of the evaluation and how those results will be used to improve the schoolwide program.

Our parent survey indicates that most of our parents understand the Michigan Merit Curriculum and the expectations for high school. In addition, almost all of our parents feel that they can go to someone in the school if they have questions/concerns about their child. Over half of our parents feel that we are meeting the learning needs of their child. Our parents feel they know who to go to for help with their child if they need to. Parents feel welcome at Rogers High School, appreciate the regular and frequent communication they receive from the school (always in 2 languages), and feel that they can come to the principal and/or teachers with their concerns. Parents in our community feel that we are fiscally responsible and make great effort to ensure that resources are directed toward efforts that directly impact student achievement. Parents feel that Rogers High School is a safe environment, and most feel that we challenge their students academically. Parents feel that teachers and staff are supportive and caring.

7. Attach the School-Parent Involvement Plan (that addresses Section 1118 activities) that is aligned to the District's Board Policy in the Supporting Documentation section. Attach the School-Parent Compact in the Supporting Documentation section.

Preschool Transition Strategies

1. Describe preschool transition strategies (more than once a year visitation) and the training that is provided to preschool parents and/or teachers related to Kindergarten readiness skills. Describe other school level transitions that occur, if appropriate. If the school serves only middle school or high school grades, the school may put a statement in the box that indicates this section is "Not applicable due to grade levels served".

Rogers High School serves students in grades nine through twelve. Students are assisted with their transition to and from Rogers High School in a variety of ways. An orientation session for incoming students and their families is offered in March and August. A student visitation day for incoming students takes place at Rogers High School in May. Eighth grade students' Educational Development Plans are updated with the assistance of the middle and high school counseling staffs. Incoming freshmen are also

offered two registration sessions in August (compared to one for the other grade levels). Students preparing to transition to post-secondary activities are assisted with college visits from schools across the state of Michigan, mentorship opportunities that target specific employment areas, classes at the Kent Career and Technical Center that target vocational skills and certifications, and contact with representatives from the branches of military service.

Parents of freshman students are provided an extended registration opportunity to become acquainted with Rogers High School. This begins in the spring of a student's eighth grade year with an orientation session. In August, parents attend registration at Rogers High School to meet their students' teachers, learn about the policies and procedures at Rogers High School, and have their questions answered.

Teacher Participation in Making Assessment Decisions

1. Describe how teachers participate in making assessment decisions (Ex. selection, development, frequency).

For the last several years all teachers at Rogers High School have worked purposefully with the other district high school in order to map curriculum, to develop power standards and design common assessments. All common assessments are stored on the district-wide website, and teachers regularly communicate via e-mail about maintaining and improving these assessments.

2. Describe how teachers are involved in student achievement data analysis to improve the academic achievement of all students.

Using IGOR (the Kent County data warehouse), teachers regularly consult the data of students scores of district common assessments. In bi-weekly department meetings, teachers work to create common methods to improve student success. School-wide recovery is one method used to offer after school opportunities to retake common assessments or practice for future assessments. State scores on the MME, the Scholastic Reading Inventory, PLAN, and the WorkKeys assessment are also analyzed and assessed regularly in order to improve instruction and the crafting of better common assessments for the classroom. Teachers from both high schools meet periodically to discuss the data of student progress on school-based common assessments and state-wide assessments. In addition to these discussions, the teachers at Rogers High School utilize data to inform their own classroom instruction. The data from student success and failure drives the implementation of improvements in the classroom.

Alternative Measures of Assessment

1. Describe the process for developing, or the alternative measures of assessment used, that will provide authentic assessment of pupils' achievements, skills, and competencies.

All teachers at Rogers High School will be receiving professional development on the upcoming Common Core expectations, SIOP, and Pathways to Proficiency (an extension of Thinking Maps for ELL

students) and the assessments that will align with these expectations. Teachers from both high schools will work together to develop alternative measures of assessment that align with the Common Core expectations, which has a focus on authentic assessment of achievements, skills and competencies. Rogers High School has already moved in this direction by the use of writing rubrics, rubrics to assess reading comprehension, and the use of Thinking Maps to assess understanding of content. While we realize we have significant strides to make, this is a beginning on which to build.

Rogers High School uses and encourages alternative assessments as a compliment to state, standardized, and district developed common assessments. These assessments are used to assure authentic demonstration of learning when appropriate and to assure students are provided multiple ways to demonstrate learning. These assessments, developed through the work of district groups are summative in nature, so remain common (although several options for assessment are available). In addition, school personnel are using and developing the skills, to utilize alternative ways to continually provide formative assessments to students in order to guide the child's learning and support the teacher in the need to alter instruction. This professional development is modeled after the assessment work of Rick Stiggins and others to clearly define targets, assure reliable formative and summative assessment, and assure initial and follow-up instruction targets necessary skill and process development. This process, implemented through a 5-7 year process has been delivered in a scaffolding method to allow differentiation of learning for the instructional staff.

Timely and Additional Assistance

1. Provide a summary of the effective, timely, additional assistance activities provided to students that are not mastering the State's academic achievement standards. These must also be included in greater specificity as Activities under the Goals section. Timely, additional assistance should include differentiation of instruction to meet students' individual needs within the classroom.

In order to provide timely and effective additional assistance to students experiencing difficulty mastering state standards at an advanced or proficient level, Rogers High School implements the following processes: Academic Recovery (students may receive additional tutoring and re-taking common assessments,) IEP based accommodations, 504-based accommodations, Workforce Investment Act support, one-on-one tutoring to struggling students, co-teaching of English Language Learners and special education students in content area classes, and Strengthening of Skills classes that coordinate with academic classes. We also utilize a Student Study process to develop plans of assistance for students who require multiple intervention mechanisms. Staff members at Rogers High School utilize daily interventions to support struggling students. These support mechanisms include support classes in mathematics, co-teaching in all of the core content areas, support classes in English and Reading, and online recovery opportunities. After-school opportunities are also offered through a combination of meeting directly with teachers that have thirty minutes of time after school each day for the express purpose of working with students. Classroom teachers are available to students outside of school hours for additional tutoring and support, and assessment as needed by the students.

2. Describe the identification process for students that are not mastering the State's academic achievement standards.

Rogers High School has developed or arranged easy access to a variety of databases that provide building level administrators and teachers with the information they need to identify the most academically at-risk

students. The use of Data Mining, AS400, and IGOR (Kent County's data management system) allows easy access to a variety of data that can be manipulated, reviewed, and sorted in a variety of ways to develop student profiles.

At Rogers High School, a variety of data sources are utilized to identify the students having difficulty mastering state standards. Michigan Educational Assessment Program (MEAP) data, Michigan Merit Exam (MME) data, district developed standards-based assessments, and Scholastic Reading Inventory (SRI) data all are used at Jackson Park to identify students that are experiencing difficulty by not meeting proficiency levels necessary to be at grade level. Classroom teachers, paraprofessionals, counselors, and our school social worker continually monitor student achievement using daily classroom activities, quizzes, common district assessments, and quarterly grade reports.

Data that reflects contributing factors, such as absences, tardies, behavior reports, etc. are also taken into consideration as the school attempts to define strategies to intervene on a student's behalf. Using the above mentioned measures, the classroom teacher then recommends at-risk students for a Student Study. Rogers High School utilizes a Student Study process for identifying students. Students needing support are identified using district standards assessments. These formative and summative assessments drive the intervention process. The intervention block is designed to provide academic support for the entire spectrum of the student population including at-risk students and high-performing students.

To identify students who are experiencing difficulty mastering the state standards at an advanced or proficient level, Rogers High School implements several strategies: case studies initiated by parents or teachers, 3 year evaluation of special education students, annual English Language Proficient assessment (ELPA), quarterly grade reports, use of data from district and state required assessments (PLAN, ACT, MME, Work Keys, 9th grade Scholastic Reading Inventory) results, and discussion among staff of high needs/at risk students.

Coordination and Integration of Federal, State and Local Programs and Resources

1. Include a list of State educational agency and local educational agency programs and other Federal programs that will be coordinated in the Schoolwide program.

Rogers High School coordinates and integrates funds from Title I, Title II, Title III, Safe and Drug Free Schools, 41a, At Risk (31a), Workforce Investment Act (WIA) and district general funds to support a variety of programs. The grants are a vital resource to accomplishing goals set forth in district and building improvement plans.

2. Describe how federal, state and local programs and resources are coordinated to support the schoolwide program and initiatives in your plan.

Rogers High School coordinates and integrates funds from Title I, Title II, Title III, Safe and Drug Free Schools, 41a, At Risk (31a), Workforce Investment Act (WIA), and district general funds to support a variety of programs. Beginning with Even Start, Head Start, and Pre-Primary Impaired (PPI) programs, students are continually monitored for effectiveness. This database has provided information to each program or building as the student matriculates through elementary, intermediate, middle, high school, and beyond. The personal, academic, and demographic information provided is used for determining the best assistance for individual students and for full program goals and evaluation. This information is available and used by

staff throughout the Student Study Process. This is a formal evaluation of a student's progress by a team comprise of staff members and parents to best determine a plan of action and evaluation. The process reviews what services are available, school or community sponsored, and which would be most beneficial for the child.

At the district level, use of the consolidated grant provides coordination of funds and support services to provide support to the Rogers High School staff and students in a coordinated effort. Local agencies provide services on an as-needed basis or when the function lies in their expertise area.

3. Describe how the school will use resources under Title I, Part A and from other sources to implement the required ten schoolwide components.

Rogers High School coordinates and integrates funds from Title I, Title II, Title III, Safe and Drug Free Schools, 41a, At Risk (31a), Workforce Investment ACT (WIA) and district general funds to support a variety of programs. The grants are a vital resource to accomplishing goals set forth in district and building improvement plans.

- Using the above mentioned grants Rogers HS continues to accomplish the goals in the building improvement plan.

- Rogers High School understands the importance of communication between staff and between buildings, in and between departments, and within the district and community agencies that support student growth and learning and reduces duplication of services. By using technology, a continuous student profile is available to staff in order to monitor individual student support and progress when they are attending our school.

- At the district level, use of the consolidated grant provides coordination of funds and support services to nprovide support to Rogers HS staff and students in a coordinated effort. Local agencies provide services on an as needed basis or when the function lies in their expertise area.

- Current focus continues to be student programs, but by extending the focus to staff by changing instruction through extensive, sustained professional development, the improved effect will happen for all students, not just those in grant or specialized programs.

- Extended opportunities outside the school day and year remain the strongest avenue for the continuous closing of the gap for underachieving children. Duplication has been reduced and numbers of students serviced continues to rise.

- A more effective use of electronic Individual Education Plan (IEP) and Teacher Intervention Plan (TIP) process has provided a clearer intervention choice for students and the ability of numerous support departments (ELL, Special Education, Title I, etc.) to more consistently deliver support.

- WIA, Recovery after school, and summer programs are housed at Rogers High School and are considered a vital part of the school community. It services many Rogers students. These programs offer workplace readiness skills and academic support to those students identified as academically at risk as determined by grades and priority district standards in Language Arts and Math. Ongoing communication between WIA staff, Recovery teachers, and Rogers High School teaching staff is a critical part of the program. The principal meets regularly with the WIA coordinator and Recovery teachers to insure alignment with school initiatives and monitor individual student progress.

- Rogers High School uses money from Title I to supplement, enhance, and expand programs for the academically at-risk students. To assure integration, the guidelines for appropriate use of funds are reviewed with administrative leadership and SI Team members and internally audited to assure compliance with rules and alignment to the SI plan. Funds are distributed based on student eligibility and needs of the school - and are coordinated to assure supplementing of the SI Plan. Peer reviewing of ideas through district meetings and online SI Plan (reviewable by each staff) helps assure coordination and strengthening of resources.

4. Describe the coordination and integration of Federal, State and local programs and services in a manner applicable to the grade level, including: violence prevention programs, nutrition programs, housing programs, Great Start Readiness Program, adult education, vocational and technical education, and job training.

Extended opportunities outside the school day and year remain the strongest avenue for the continuous closing of the gap for underachieving children. Duplication has been reduced and numbers of students serviced continues to rise. A more effective use of electronic Individual Education Plan (IEP) and Teacher Intervention Plan (TIP) process has provided a clearer intervention choice for students and the ability of numerous support departments (ELL, Special Education, Title I, etc.) to more consistently deliver support.

The WIA and academic recovery programs are housed at Rogers High School and is considered a vital part of the school community. These programs offer workplace readiness skills and academic support to those students identified as academically at-risk as determined by grades and priority district standards in Language Arts and Math. Ongoing communication between WIA staff, Recovery teachers and Rogers teaching staff is a critical part of the program. The principal meets regularly with the WIA coordinator and Recovery teachers to insure alignment with school initiatives and monitor individual student progress.

A more effective use of the electronic Individual Education Plan (IEP) and Student Study process has provided a clearer intervention choice for students and the ability of numerous support departments (ELL, Special Education, Title I, etc.) to more consistently deliver support.

Representatives from the Workforce Investment Act (WIA) work throughout the school year and summer with students who are at-risk academically and socioeconomically. Four faculty members at Rogers High School also serve as WIA representatives and meet weekly with students who require assistance. Regular support from the WIA representative at the Kent Intermediate School District is also in place for the WIA program.

Effective Use of Technology

1. Describe the methods for effective use of technology as a way of improving learning and delivery of services and for integration of involving technology in the curriculum.

Technology is essential to our School Improvement plan. We anticipate the need for technology in the following areas:

- 1) Implementation of online credit recovery classes.*
- 2) Administration of the Scholastic Reading Inventory for students.*
- 3) Staff use and knowledge of available databases (e.g. IGOR) to evaluate data.*

To that end, Rogers High School has provided several computer labs for student use. All student labs are capable of running the e2020 program. Our Media Specialist monitors a lab in which the students take the Scholastic Reading Inventory. In addition, each staff member is provided his/her own computer with which to access any/all available student data.

Evaluation of the School Improvement Plan

1. Describe how the school annually evaluates the implementation of, and results achieved by, the SIP, using data from the State's annual assessments and other indicators of academic achievement.

Led by building administration and the School Improvement Team, all standardized tests results are evaluated. The data from the Michigan Education Assessment Program (MEAP) test given in Social Studies in the fall to all freshmen is evaluated by the social studies department when the results come in to determine strengths and weaknesses of curriculum. The results have indicated that reading comprehension needs to improve. The English Language Proficiency Assessment (ELPA) results are used to determine how to better serve our English as Second Language Students and how individuals may be influenced regarding standardized testing because of the lack of English experience.

The "EXPLORE" test administered in 8th grade and the "PLAN" and ACT practice test administered in the 10th grade are used to help our students to prepare for the Michigan Merit Exam ACT portion and to help guide what our curriculum will look like based on exposed needs. Each department and the School Improvement team analyze the data specific to courses and teaching strategies.

The Work Keys is administered to ninth graders and results are utilized to identify weaknesses and teach to the needs of those students as they enter 10th and 11th grades. These results can then be compared to the Work Keys that is taken in the Junior year as part of the Michigan Merit Exam (MME) to see how much the students improved.

The MME (ACT, Work Keys, and Michigan Component) are the last of the big standardized assessments our students take. This is administered in the junior year. The results are given in the summer and the School Improvement Team (SI) and departments disaggregate the data for new school year and changes in curriculum. The Work Keys is also utilized for national career certification. Students can also take the Work Keys portion again.

Grades each marking period are studied by departments including common assessment scores to make sure the curriculum is linked to success on standardized tests. Faculty then looks to the data to improve classroom instruction and prepare recovery strategies. Disaggregated data is used to expose what groups are not successful. In general, the "at risk" students have been the same as the national norms. Those who are in poverty, are minorities, and have single parents are most likely to struggle with grades and standardized tests. The school wide policies to allow recovery of credit and attendance have allowed those "at risk" students a better chance at success. Data from English as Second Language (ESL), Special Ed., free and reduced lunch, and others are included.

The administration and school improvement team report the results of the data and change the SI plan and strategies accordingly. We continually adjust and develop curriculum in each department to improve areas of weakness. Some examples include common grading and common assessments throughout the district. Also credit recovery programs allow students to make up credits once they show mastery even after the marking period.

2. Describe how the school improvement team determines whether the schoolwide program has been effective in increasing the achievement of students who had been furthest from achieving the standards.

The School Improvement Team reviews the data at the end of each quarter, semester and year to determine

the effectiveness of the strategies. A part of the review includes analysis by subgroup. An additional component of the review is a critical look at key data sources to discover whether the students performing the lowest are making greater gains - in other words, are they making MORE than a year's growth in a year's time? This is the process and criteria used by the School Improvement team to determine if strategies should be continued for the following year, revised, or discontinued.

3. Describe how the school improvement team revises the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

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The administration and school improvement team report the results of the data and change the SI plan and strategies accordingly. We continually adjust and develop curriculum in each department to improve areas of weakness. Some examples include common grading and common assessments throughout the district. Also credit recovery programs allow students to make up credits once they show mastery even after the marking period.

Near the end of the school year, department chairpeople (also SI team members) lead their department through a data analysis process. Each department makes suggested changes to the strategies and activities. These are then discussed at SI team meetings, and strategies and activities are updated accordingly.

4. Describe how school and student information and progress will be shared with all stakeholders in a language that they can understand.

All communication will be available in parent-friendly language and in native home-spoken languages where applicable. Parents receive in the mail four progress reports, four report cards, nine newsletters, and several other letters from the school staff. Parents are also mailed individual student reports for applicable standardized tests (MEAP, MME, PLAN, WorkKeys). Furthermore, parents have immediate access to all grading and attendance information that is student-specific on Parent Connect, the district's web-based student information system. Parent-Teacher Conferences are also held on four separate dates for a total of twelve hours each year. If these dates and times are not convenient for parents, the instructional staff at Rogers High School is extremely flexible and willing to schedule an alternate conference. All written communication is translated into Spanish. When necessary, these documents are also translated into Vietnamese and Bosnian. TRANSLATEROS are available at conferences and other meetings between school staff and parents when needed.

Building Level Decision-Making

1. Describe how school stakeholders are engaged in the decision-making process, including, but not limited to

the development of the Goals, Objectives, Strategies and Activities included in the school improvement plan. School board members, school building administrators, teachers and other school employees, pupils, parents of pupils attending that school, parents of pupils receiving Title I, Part A services and other residents of the school district shall be invited and allowed to voluntarily participate in the development, review and evaluation of the district's school improvement plans.

In order to assess the effectiveness of the programs used throughout the year, the School Improvement Team reviews data on an ongoing basis. Our School Improvement Team gathers data in various areas to determine the effectiveness of our current strategies and activities. All building staff have an opportunity to edit our Parent Survey and Parent/Student/Staff Compact. Parents, including our Parent School Improvement Team representative, are consulted throughout the data analysis process, through survey feedback, participation in SI Meetings, and informal conversations. Data relative to student achievement, population demographics, staff and parent perception data, and process/program data were collected from a variety of state and local assessments. We compile the data, analyzed the trends, answered reflective questions, and come to conclusions as a team. The results of this thorough analysis are shared with the entire staff at after-school meetings to develop goals, strategies, and action steps that are tied to the highest priorities. Data about subgroup populations is always given special attention in order to be sure that the needs of those children were being met in addition to the general school population.

Assurances

EdYES!

1. Literacy and math are tested annually in grades 1-5 ([MCL 380.1280b](#))

Response: *Yes*

Comments:

2. Our school published a fully compliant annual report. (The Annual Education Report (AER) satisfies this). If yes, please provide a link to the report on your website in the comments field (if applicable).

Response: *Yes*

Comments:

Educational Development Plan (EDP)

1. Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.

Response: *Yes*

Comments:

2. Our school reviews and annually updates the EDPs to ensure academic course work alignment.

Response: *Yes*

Comments:

Health and Safety (HSAT)

The following assurances come directly from the Healthy School Action Tool (HSAT) Assessment (<http://www.mihealthtools.org/hsat>), an online tool for school buildings to assess their school health environments. If your school completed the HSAT in the past year, you may refer back to your report to answer the following assurances. Responses to these assurances are necessary - whether you've completed the HSAT or not. These assurances are designed to help school improvement teams think about conditions for learning in their school, specifically related to student health and safety, and develop strategies in their school improvement plan to address any identified needs.

1. Our School has a written policy on school safety that supports proactive, preventative approaches to ensure a safe school environment.

Response: *Written policy, fully implemented*

Comments:

2. All teachers in our school have received professional development in management techniques to create calm, orderly classrooms.

Response: *Yes*

Comments:

3. Our school communicates all of our health and safety policies to students, staff, substitute teachers, parents and visitors through the parent handbook or newsletter at least once a year.

Response: *Yes*

Comments:

4. Our school has used data from a student health/safety assessment at least once in the past two years to assist in planning actions that will improve our school's environment and/or to determine the impact of changes that we have made on student attitudes and behaviors.

Response: *Yes*

Comments:

5. Our school has taken action on the Michigan State Board of Education Policy on Comprehensive School Health Education.

Response: *Adopted policy, fully implemented*

Comments:

6. All teachers who provide health education instruction received annual professional development/continuing education specifically related to health education.

Response: *Yes*

Comments:

7. The health education curriculum used in our school is the Michigan Model for Health® Curriculum.

Response: *No, but use a health education curriculum*

Comments:

8. The health education curriculum used in our school involves student interaction with their families and their community.

Response: *Yes*

Comments:

9. Our school has taken action on the Michigan State Board of Education Policy on Quality Physical Education.

Response: *Adopted policy, fully implemented*

Comments:

10. At our school, physical education teachers annually participate in professional development specific to physical education.

Response: *Yes*

Comments:

11. The physical education curriculum used in our school is:

Response: *Other curriculum*

Comments:

12. At least three times during the past 12 months, our school offered programs, activities or events for families about physical activity.

Response: *No*

Comments:

13. Our school offers the following amount of total weekly minutes of physical education throughout the year.

Response: *150 minutes or more at elementary level, 225 minutes or more at middle/high level*

Comments:

14. Our school has taken action on the Michigan State Board of Education Policy on Nutrition Standards.

Response: *Adopted policy, fully implemented*

Comments:

15. The food service director/manager participated in professional development related to food or nutrition during the past 12 months.

Response: *Yes*

Comments:

16. The food service director/manager supports/reinforces in the cafeteria what is taught in health education.

Response: *Yes*

Comments:

17. During the past 12 months, our school collected information from parents to help evaluate/improve school meals or foods offered a la carte, in concessions, school stores, vending machines, or as a part of classroom celebrations/parties or at school events.

Response: *Yes*

Comments:

18. Our school makes a good faith effort to ensure that federally reimbursable school nutrition programs are the main source of nutrition at school rather than vending or a la carte.

Response: *Yes*

Comments:

19. Our school has a health services provider or school nurse accessible to students.

Response: *No*

Comments: *We provide a mental health worker and an athletic trainer during certain hours of the day.*

20. Our school has a written policy on school safety that involves parents, and broader community, in collaborative efforts to help ensure a safe school environment.

Response: *Written policy, fully implemented*

Comments:

21. Our school has a system in place for collecting relevant student medical information.

Response: *Yes*

Comments:

22. Our school has taken action on the Michigan State Board of Education Positive Behavior Support Policy.

Response: *Reviewed policy, but not yet adopted*

Comments:

23. During the past 12 months, the school counseling staff has provided professional development to school health staff about identification and referral of students related to violence and suicide prevention.

Response: *Yes*

Comments:

24. During the past 12 months, the school counselor/psychologist/social worker offered information to students

(presentations, materials, individual or group counseling activities, events) about bullying, harassment and other peer to peer aggression.

Response: *Yes*

Comments:

25. During the past 12 months, the school counselor/psychologist/social worker has collaborated with appropriate school staff or community agencies to implement programs or activities related to bullying, harassment and other peer to peer aggression.

Response: *No*

Comments:

26. During the past 12 months, the school counseling staff identified students who are at risk of being victims or perpetrators of violence.

Response: *No*

Comments:

27. Our school's mission statement includes the support of employee health and safety.

Response: *No*

Comments:

28. During the past year, our school supported staff participation in health promotion programs by having a budget for staff health promotion.

Response: *No*

Comments:

29. During the past year, our school supported staff in healthy eating by providing healthy food choices at staff meetings.

Response: *Yes*

Comments:

30. Our school has a written family involvement policy that advocates for strong connections between the home, school and the community as a means of reducing barriers to student achievement.

Response: *Written Policy, but not fully implemented*

Comments:

31. Our school has a parent education program.

Response: *No*

Comments:

32. During the past 12 months, our school collected information from parents to help evaluate/improve school health education in our school.

Response: *Yes*

Comments:

33. During non school hours the community has access to indoor facilities for physical activity (such as gym, weight room, hallway for walking, pool, basketball court).

Response: *Access to some indoor facilities*

Comments:

Stakeholders

List of names, positions and e-mail addresses of the stakeholders (staff, parents, community/business members and, as appropriate, students) who were involved in the planning, design, monitoring, and evaluation of this plan.

Title	First Name	Last Name	Position	E-mail
Ms.	Heather	Robothom	School Improvement Chairp	heather_robthom@wyoming.k12.mi.,us
Mr.	David	Rader	Department Head - Science	raderd@wyoming.k12.mi.us
Ms.	Catye	Palomino	Department Head - Social	palomic@wyoming.k12.mi.us
Mrs.	Tracey	Replogle	Department Head - Languag	davisrt@wyoming.k12.mi.us
Mr.	Brian	Ambrose	Department Head - Non-Cor	ambrosa@wyoming.k12.mi.us
Mrs.	Kristin	Ferguson	Department Head - Mathema	fergusk@wyoming.k12.mi.us
Mrs.	Cathy	Kamminga	Department Head - Special	kamminc@wyoming.k12.mi.us
Mr.	Bradley	Perkins	Building Principal	bradley_perkins@wyoming.k12.mi.us
Mrs.	Nancy	Carpenter	Parent	nac54@msn.com
Mr.	Matthew	Elliott	WESSA Representative	elliottm@wyoming.k12.mi.us

Statement of Non-Discrimination

Federal Office for Civil Rights

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 school 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 district/school is responsible, or for which it receives financial assistance from the U.S. Department of Education.

Contact Information

Schools/Districts are required to designate an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities.

Name/Position:	Building Principal
Address:	1350 Prairie Parkway, Wyoming, MI 49509
Telephone Number:	616-530-7580

References

- Title VI of the Civil Rights Act of 1964
- The Age Discrimination Act of 1975
- The Americans with Disabilities Act of 1990
- Elliott-Larsen prohibits discrimination against religion

Supporting Documentation

The following documentation was attached. These are appended to this PDF and will display in the following pages:

- School-Parent Involvement Plan
- School-Parent Compact
- Professional Development Calendar

School Level Parent Involvement Policy

In accordance with the requirement of Section 1118 of Title I, programs supported by Title I funds must be designed and implemented in consultation with parents of the students being served.

The Principal shall ensure that the Title I plan contains a written statement of guidelines which has been developed with, approved by, and distributed to parents of participating students. The guidelines shall describe how:

- Rogers High School expects the parents to be involved in the program, including their participation in the development of the plan;
- Meetings will be conducted with parents including provisions for flexible scheduling and whatever assistance the District may be able to provide parents in order to better ensure their attendance at meetings, and for providing information in a language the parents can understand;
- Meetings will include review and explanation of the curriculum, means of assessment, and the proficiency levels students are expected to achieve and maintain;
- Rogers High School will provide opportunities for parents to formulate suggestions, interact and share experiences with other parents, and participate appropriately in the decision-making about the program and revisions in the plan;
- Rogers High School parents will be involved in the planning, review, and improvement of the Title I program;
- Information concerning school performance profiles and their child's individual performance will be communicated to parents;
- Rogers High School parents will be assisted in providing help to their children in achieving the objectives of the program by such means as ensuring regular attendance; monitoring television-watching; providing adequate time and the proper environment for homework; guiding nutritional and health practices; and the like;
- Timely responses will be given to parental questions, concerns, and recommendation;
- Rogers High School will provide coordination, technical assistance and other support necessary to assist Title I schools to develop effective participation activities to improve academic achievement;
- An annual evaluation of the parental involvement plan will be conducted with parents, identifying any barriers to greater parental involvement (such as limited English, limited literacy, economic disadvantage, disability, etc.) and devising strategies to improve parental involvement;
- Rogers High School parental involvement plan will be coordinated with other high school programs.

- Other activities will be conducted as appropriate to the plan and State or Federal requirements.
- The Principal shall also assure that each Title I participating school develops a specific plan, with parental involvement, which:
- Convenes an annual meeting at a convenient time to which parents of participating children are invited to attend to explain the parents' rights to be involved and the schools obligations to develop an involvement plan;
- Will devise a flexible meeting schedule and describe assistance to encourage parental involvement, such as child care, transportation, home visits, or similar aid;
- Will involve parents in an organized, on-going and timely way in the development, review and improvement of parent involvement activities;
- Will provide participating students' parents with:
 - Timely information about the Title I programs;
 - An explanation of the curriculum, the forms of academic assessment and the proficiency levels expected;
 - Regular meetings, upon request, to make suggestions and receive response regarding their student's education;
 - Develops jointly with parents a school-parent compact which outlines the responsibilities of the school staff, the parents and the student for academic improvement, including the school's responsibility to provide high quality curriculum, and instruction in a supportive, effective learning environment

Wyoming Public Schools
Rogers High School
Four-Way Compact

We believe that the responsibility for learning is shared by all of us: Students, Parents, Teachers, and Administrators.

Student Agreement

It is important that I work to the best of my ability; therefore I will:

- Come to each class every day, on time and ready to learn.
- Finish my class work and participate in all classroom activities.
- Follow all school rules (see handbook).
- Always respect others, yourself, and the school community.
- Help maintain a school environment that is safe, cohesive, productive, and clean.

Student Signature _____
Date _____

Parent Agreement *(Please check all responsibilities you are willing to fulfill for your student's success)*

I want _____ to achieve, therefore, I shall strive to do the following:

- Make sure that my child is on time and attends school every day.
- Support the school in its efforts to maintain proper discipline and provide a safe and cohesive learning environment.
- Encourage my child to do his/her best.
- Attend parent-teacher conferences and other school functions.
- Communicate and cooperate with teacher and other school personnel.
- Notify the school of any change in address and/or contact phone numbers.

Parent Signature _____
Date _____

Staff Agreement

All staff at Rogers High School will strive to do the following:

- Provide a positive atmosphere for teaching and learning.
- Demonstrate care and concern for each student.
- Make efficient use of academic learning time.
- Give students strategies and extended opportunities for academic success.
- Provide positive communication with parents.
- Provide students and parents' information about student academic progress.
- Enforce the rules and policies of the school consistently and fairly.

Administrator Agreement

All Administrators at Rogers High School will strive to do the following:

- We will expect and encourage student and staff attendance in order to increase academic achievement.
- We will require that teachers maintain accurate student attendance records.
- We will make sure that the home is contacted promptly when the student has behavioral and/or attendance problems.
- We will enforce all rules fairly and firmly to ensure a safe school.
- We will respect the rights of teachers, students, and parents; maintaining open lines of communication.
- We will maintain an orderly, structured, safe, and purposeful learning environment.
- We will expect that teacher's grade and return student assignments promptly.
- We will provide and promote programs to assist students and parents having difficulty with home or school work.

Administrator Signature _____
Date _____

Professional Development Calendar

Rogers High School

2011-2012

Timelines	Activity	Participants	Evaluation
8/30/11	Four Hours of Professional Development Overview on the following: Stages Evaluation System, SIOP, Common Core	Secondary Staff	Staff online survey, attendance logs, and minutes
8/31/11	All day Professional Development Bill Dagget Common Core	Secondary Staff	Staff online survey, attendance logs, and minutes
9/1/11	All Day PD Skill Full Teacher training By Dr. Cooper	Secondary Staff	Staff online survey, attendance logs, and minutes
11/11/11	Follow-up PD for Skillful Teacher	Secondary Staff	Staff online survey, attendance logs, and minutes
3/22/12	Review and update SIP 3 hour PD	All Staff	Staff online survey, attendance logs, and minutes
6/01/12	Two Hour PD Completing SIP Update	All Staff	Staff online survey, attendance logs, and minutes
Year Long PD	Staff Lead PD on SIOP, Common Core, Pathway to Proficiency Thinking Maps,	All Staff	Staff meeting logs and minutes

