



School Improvement Plan

Redford Union High School

Redford Union Schools, District No. 1

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Introduction

The SIP is a planning tool designed to address student achievement and system needs identified through the school's comprehensive needs assessment (CNA). Additionally, the SIP provides a method for schools to address the school improvement planning requirements of Public Act 25 of the Revised School Code and the Elementary and Secondary Education Act (ESEA) as applicable.

Improvement Plan Assurance

Introduction

During the 2019-2020 school year, schools will have two options for Goals and Plans. 1. Update Goals and Plans, if necessary, based on analysis of data and Program Evaluation; 2. Complete and upload the Abbreviated Goals and Plans template into ASSIST, based on analysis of data and Program Evaluation.

Improvement Plan Assurance

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

Title I Schoolwide Diagnostic

Introduction

This diagnostic tool is aligned to requirements for Title I Schoolwide schools. 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 Goals/Objectives/Strategies and Activities. Ensure that the Comprehensive Needs Assessment addresses all four types of data: student achievement data, school programs/process data, perceptions data (must include teachers and parents; student data is encouraged), and demographic data. The Comprehensive Needs Assessment must also take into account the needs of migratory children as defined in Title I, Part C, Section 1309(2).

Component 1: Comprehensive Needs Assessment

1. How was the comprehensive needs assessment process conducted?

The comprehensive needs assessment is a culmination of multiple types of data that is collected over time. Redford Union High School uses the most recent three years of data as the benchmark to conduct trend data comparisons on an annual basis. Data will be collected, results will be analyzed and summarized, and conclusions will be drawn for identifying successes/challenges and strategies to improve all areas.

Staff are also encouraged to complete a Needs Assessment Survey sharing information regarding what is working well and what areas of improvement are needed for growth in achievement in all content areas.

The system used to design, implement, and evaluate the comprehensive needs assessment is the district school improvement process. The district school improvement team meets a minimum of four times per year. Dates are established at the beginning of each school year. Sign-In sheets, agendas, minutes, and all relevant resources and materials are kept on file in the Superintendent's office. Agendas and minutes are shared with all stakeholders via email.

2. What were the results of the comprehensive needs assessment process? What information was concluded as a result of analyzing perception, student achievement, school programs/process, and demographic data?

School stakeholders had the opportunity to complete a needs assessment survey, perception survey, and review the three most recent years of data. After a review of all of the data and the surveys the following information was concluded:

Our African American students continue to perform at lower proficiency rates compared to their Caucasian peers in both ELA and Math as indicated on SAT and PSAT scores. There was a decline in proficiency rates for all students in ELA and math from 16-17 to 17-18. Scores have not been released for 18-19.

Our perception data indicates that parents and staff are pleased with their experience at RUHS in terms of communication, instruction, vision and purpose. Student responses tended to be more neutral .

A review of our demographic data indicates that 70% of our students are African American and 26% are Caucasian. Our number of homeless and English learners have decreased slightly while our number of special education students has increased slightly to 20%. Approximately 4% of our students are enrolled in our Early College Programs.

A review of our needs assessment indicates that teachers believe that small class sizes, small group or one-on-one instruction, guided notes, and standards based common assessments are having a positive impact on our school. Areas of need to increase student achievement were a more effective after school remediation program, increased student motivation, fewer classroom distractions, increased use of assessments set up by standard, time built into instruction for remediation, more student collaboration and choice, and greater student/school connection. Teachers indicated a need for professional development in the use of technology, STEM, coaching/mentoring, and motivation and engagement.

3. How are the school goals connected to priority needs and the needs assessment process? It is clear that a detailed analysis of multiple types of data was conducted to select the goals.

Our goals are directly connected to the needs in our school. Student achievement is our top priority, and connecting what we know are needs to what we will focus on and do every day will help us to meet all our student needs. Our staff have needs and what we set as goals will directly relate to assisting them in their daily work. Our parents will be supported through our goals.

4. How do the goals address the needs of the whole school population? How is special recognition paid to meeting the needs of children who are disadvantaged?

All of our goals are written to address the needs of all of our students based on a review of the data and the needs assessment surveys. Students who are disadvantaged will benefit from our goals focused on remediation in the classroom, after school programming, best practice coaches that can assist the classroom teacher with strategies, inclusion of high interest young adult reading tied into our classics, and subscriptions and software for to supplement the curriculum for those students needing more challenge or more support.

Component 2: Schoolwide Reform Strategies

1. Describe the strategies in the schoolwide plan which focus on helping ALL students reach the State's standards.

The strategies in the school wide plan that focus on helping ALL students reach the state standards include introducing students to culturally relevant, high interest young adult reading to increase interest and motivation; greater use of technology in the classroom, both one-on-one devices and interactive boards, greater focus on STEM, IB curriculum development, standards based instruction and assessment, comprehensive assessment retakes, school-wide literacy initiative, and adding a best practices coach/mentor to the instructional staff.

2. Describe how the research-based methods and strategies in the schoolwide plan increase the quality and quantity of instruction (which accelerates and enriches the curriculum).

The methods and strategies in the school wide plan increase the quality and quantity of instruction as they require our teaching staff to extend their learning. Teachers have had to research, read, and share high interest, culturally relevant text to bridge with the classics. In doing so they have found books that not only educate our staff but motivate the students to read and ask questions to the content that they can relate to. Our standards based initiatives have provided teachers with an opportunity to drill down and focus on the standards that need to be taught, organize their teaching, and collect data on what students know rather than just assigning a grade. Standards based instruction assists teachers in identifying the needs of their students so that quality time can be spent where the greatest need lies and provide for one-on-one instruction for those students who would benefit from it. Students can explain what they know and what they need to work on. Our students have shown that they are more apt to stay after school and ask the teacher for assistance when they know exactly what they need to work on. Test re-takes provide our students with an opportunity for continuous improvement. Assessments that are graded by standards allows students to retake only the standards on a test that they did not master avoiding the daunting task of retaking the entire test. Our schools journey working on the IB curriculum has brought cohesiveness to the middle and high school allowing the grade levels to scaffold instruction, build student connections between themselves and the world around them, build character and an understanding of how they can use the skills learned in the real world. Finally our book studies have provided teachers with best practice strategies for curriculum, instruction, and behavior to increase the quality of their instruction and build stronger relationships with their students.

3. Describe how the research-based reform strategies in the schoolwide plan align with the findings of the comprehensive needs assessment.

Our comprehensive needs assessment found that our school needs to offer more after school, remediation opportunities, more in class remediation strategies or programs, an increase in student motivation and study skills, consistency with standards based instruction and assessment across departments, greater use of literacy strategies across all content areas. Our strategies for after-school tutoring and remediation programs, our continued focus on standards based instruction and assessment, book studies, and weekly literacy initiatives all address the findings in the comprehensive needs assessment.

4. Describe the strategies in the schoolwide plan which provide a level of INTERVENTIONS for students who need the most instructional support in all major subgroups participating in the schoolwide program.

The strategies in the school-wide plan that provide for a level of intervention for students in need are:

Implementing an after-school tutoring program for students needing support in English language arts and math. The purchase and implementation of programs such as Imagine Learning, READ 180, Math 180, etc. to assist students with increasing their basic skills. High interest, low level novels will be used to develop reading skills and increase motivation for our struggling readers. Our standards based initiatives will identify the learning target/skills where students need more support, allowing teachers to plan instruction more effectively, provide small group or individual instruction, and develop a plan for remediation where necessary. Test retakes allow students to continually work on mastery of their skills without being penalized with a low grade. Teachers will have the support of a best practices coach to assist with strategies with students needing intervention.

5. Describe how the school determines if these needs of students are being met.

The school determines if the needs are being met through analyzing data from common/standards based assessments, SAT and PSAT scores, perception data, the percentage of increased scores after retake assessments. Progress report grades are also reviewed for our at-risk population by our school counselors, behavior coordinator, and dean of students and conferences held with students to discuss their needs.

Component 3: Instruction by Highly Qualified Staff

Label	Assurance	Response	Comment	Attachment
	1. Do all of the instructional paraprofessionals meet the NCLB requirements for highly qualified? Provide an assurance statement. If no, what is the number that is not highly qualified and what is being done to address this? NOTE: A schoolwide program must have all highly qualified instructional staff.	No	We do not have any instructional paraprofessionals assigned through Title 1	

Label	Assurance	Response	Comment	Attachment
	2. Do all of the teachers meet the NCLB requirements for highly qualified? Provide an assurance statement. If no, what is the number that is not highly qualified and what is being done to address this? NOTE: A schoolwide program must have all highly qualified instructional staff.	Yes	Our district Human Resources office ensures that all staff are highly qualified or are receiving support to become highly qualified.	

Component 4: Strategies to Attract Highly Qualified Teachers

1. What is the school's teacher turnover rate for this school year?

Our teacher turn over this school year has been minimal. We have 42 teaching positions in our school. One science position and one English position were eliminated and the teachers laid off, due to lower enrollment. We had two mid-year retirements. One of the retirements was in science allowing us to recall one of the teachers that had been laid off. The other retirement was our special education lead teacher. A current staff member filled that position and a permanent substitute was hired to replace that teacher.

2. What is the experience level of key teaching and learning personnel?

60% of our teaching staff has more than 20 years teaching experience
29% of our teaching staff has 10-20 years teaching experience
2% of our teaching staff has 5-9 years teaching experience
9% of our teaching staff has less than 5 years teaching experience

3. Describe the specific initiatives the SCHOOL has implemented to attract and retain high quality teachers regardless of the turnover rate.

Our teachers volunteer to work with student teachers, especially in the areas of math and science to attract new teachers. We also use work of mouth.

4. Describe the specific initiatives the DISTRICT has implemented to attract and retain highly qualified teachers regardless of the turnover rate.

Attracting: The district advertises openings on the district website. The interview process involves staff members who will work with the person. The district has a reputation of paying the teaching staff well, offering "steps" for people who have experience.

Retaining Staff: The district has initiated many programs such as International Baccalaureate and Early College, as well as strong support in elementary instruction. The district values its staff by offering opportunities for input into the strategic planning process. The district provides high-quality, research-based professional development.

5. If there is a high turnover rate, what initiatives has the school implemented to attempt to lower the turnover rate of highly qualified teachers?

We have not experienced a high turnover rate. We anticipate many retirements in the next couple of years. We have recruited several student teachers in those areas. Training student teachers provides the school with an opportunity to get to know potential teachers and gives potential teachers a glimpse of our school community to determine whether they would like a permanent position.

Component 5: High Quality and Ongoing Professional Development

1. Describe the professional learning that the staff will receive that is aligned with the comprehensive needs assessment process and the goals of the school improvement plan.

The International Baccalaureate program will increase student engagement, raise student achievement, and improve student attendance. We will continue the PD mandated by the organization while we align our curriculum and instruction to better serve our students.

We will receive professional development using DnA Illuminate as our test developer and data bank. All common assessments will be loaded into DnA and data from all local and state tests will be placed in DnA. Professional development will center around using the data in DnA to make informed instructional decisions.

The district is also working to provide professional development in the areas of technology, student engagement, restorative practices, and culturally proficiency training. The district will also engage in a book study centered around student attendance.

2. Describe how this professional learning is "sustained and ongoing."

We ensure that all PD is not a sit and get. We support job-embedded professional development. Professional Development is not a one and done training. PD in all areas is ongoing throughout the year.

Label	Assurance	Response	Comment	Attachment
	3. The school's Professional Learning Plan is complete.	Yes		Professional Learning Plan

Component 6: Strategies to Increase Parental Involvement

1. Describe how parents are (will be) involved in the design of the schoolwide plan.

Parents are invited to all School Improvement Team (SIT) meetings in order to participate in the design of the plan. input can be given on the annual survey.

2. Describe how parents are (will be) involved in the implementation of the schoolwide plan.

Parents will be informed of the plan during the annual Title 1 meeting/Curriculum Night. an evaluation will be available for them to complete. The plan will be available in hard copy in the school office at all times.

3. Describe how parents are (will be) involved in the evaluation of the schoolwide plan.

Parents will be invited to SIT meetings throughout the year
Annual Survey

Label	Assurance	Response	Comment	Attachment
	4. Does the school have a Title I Parent Involvement policy that addresses how the school carries out the required activities of ESEA Section 1118 (c) through (f)?	Yes		Parent/Family Engagement Plan

5. Describe how the school is carrying out the activities outlined in ESEA Section 1118 (e) 1-5, 14 and (f).

See Attached Plan

6. Describe how the parent involvement component of the schoolwide plan is (will be) evaluated.

We will review sign-in sheets for parent attendance, count survey responses, keep records of parent communication with staff.

7. Describe how the results of the evaluation are (will be) used to improve the schoolwide program.

Parent input will be discussed and revisions made at school improvement meetings as needed.

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8. Describe how the school-parent compact is developed.

Parents are invited to SIT meetings. School improvement teams will review and revise the compact annually.

9. Describe how the School-Parent Compact is used at elementary-level parent teacher conferences.

NA

10. How is the School-Parent Compact shared with middle school or high school parents (depending on the grade span of the school)?

During registration/schedule pick-up parents are given important documents to review. Staff is available to discuss or answer any questions. The compact will be given to all new families during the school year, and opportunities for discussion and questions will be made.

Label	Assurance	Response	Comment	Attachment
	The School's School-Parent Compact is attached.	Yes		Parent Compact

11. Describe how the school provides individual student academic assessment results in a language the parents can understand.

MiStar Parent Connect, which provides real time information on student academic performance.

Progress Reports are sent home every five weeks with every student.

We offer Parent/Teacher Conferences twice per year, with flexible hour for all parents to attend.

Report cards are mailed home at the end of each semester.

Parent reports for state assessments are sent home to parents in the fall.

NWEA MAP score reports are sent home two times per year.

Students with IEPs have annual meetings for parents.

Teachers contact parents via phone, note, email, Remind, etc.

Parents are invited to schedule meetings with their student's teachers when necessary.

Component 7: Preschool Transition Strategies

1. In what ways does the school connect with preschool age children more than a once a year visitation to the kindergarten classroom?

NA

2. What types of training does the school provide preschool parents and/or preschool teachers on the skills preschool age children will need when they enter kindergarten?

NA

Component 8: Teacher Participation in Making Assessment Decisions

1. How do teachers provide their input into the decisions regarding the use of school-based academic assessments?

Teams of teachers by subject work together to create formative and summative assessments for use in the classroom.

Teachers organize their assessments by state standards. Teachers meet in content area teams to determine the critical standards for assessment.

Teachers work in content area teams to develop scoring rubrics to grade each standard on the assessment.

Teachers are provided with a 6 week testing window for administering NWEA three times per year.

The state determines when state-level summative assessments are given.

2. How are teachers involved in student achievement data analysis for the purpose of improving the academic achievement of all students?

Content area common, summative assessments drive instruction for teachers. Data is collected and analyzed to determine mastery of standards and areas where additional work or remediation is needed. NWEA scores are also reviewed by teachers to adjust instruction. The high school staff will use Illuminate DnA as our data bank. NWEA, SAT, PSAT, and common assessment data will be retrieved from Illuminate and analyzed to guide instruction.

Component 9: Timely and Additional Assistance to Students Having Difficulty Mastering the Standards

1. Describe the process to identify students who experience difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level.

Score reports are reviewed in the fall that indicate the proficiency level of all our students. The students that score a 1 or 2 (not proficient or advanced) are listed and each teacher is made aware of who those students are.

2. How is timely, effective, additional assistance provided to students who are experiencing difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level?

The data from state assessments are reviewed for the year prior to the current school year. Students who scored a 1 or 2 on the state assessments are identified as "at-risk". Other test data and risk factors are considered to determine what supports and services students may need for success. Counselors, administrators, social workers, our early college coach, and a teacher representative sit on a case conference team. We review data for our at-risk students and set a plan to assist those students on a monthly basis.

3. How are students' individual needs being addressed through differentiated instruction in the classroom?

Formative assessment results that are standards based drive instruction in classrooms. Individual students who need additional supports receive them. Tasks are adjusted as needed. Teachers will make modifications to assignments, allow students to use the learning center for support, create collaborative groupings for peer support, etc.

Component 10: Coordination and Integration of Federal, State and Local Programs and Resources

1. In what ways are the programs coordinated and integrated toward the achievement of the schoolwide goals? Include a LIST of the State, local and Federal programs/resources that will be supporting the schoolwide program.

Our school wide program will be supported with federal funding through Title I, Title IIa, Title IV, and 31a. Goals are written in response to our school's achievement data and comprehensive needs assessment. Funding needed to support the goals is communicated with our curriculum coordinator to determine which program can support the cost of the goal/activity, where the money can be shared to support more than one school, grade, or department, and to ensure that the requested support is an appropriate use of the funds.

2. Describe how the school will use the resources from Title I and other State, local and Federal sources to implement the ten required schoolwide components.

The school will use the resources from state and federal sources to implement the ten required school-wide components in the following ways:

1. Comprehensive Needs Assessment: Funding will assist us with professional development and implementation of Illuminate DnA to be used as a data bank for our assessments. This data will be used when completing our comprehensive needs assessment.
2. Reform Strategies: Funding will assist with professional development and materials to continue our shift to the IB curriculum.
3. Instruction by High Qualified Teachers: Funding will assist with hiring highly qualified paraprofessionals to work in classrooms with our at-risk students.
4. High-Quality and Ongoing Professional Development: Funding will provide support with professional development opportunities in IB, Illuminate DnA, and content area PD.
5. Strategies to Attract highly Qualified Teachers: Funding will support the addition of a Best Practices Coach for ELA and Math.
6. Strategies to Increase Parental Involvement: Funding will support our Parent Expo Evenings, Coffee with the Principal, and communication such as postcards and mailers. This funding will provide stipends for teachers to work along with meals and materials for our parents.
7. Transition: Funding will provide support for our 8th grade parent evenings and multiple visits from our 8th grade students to the high school. Funding will be used to pay for transportation, meals and teachers that work the events.
8. Teacher Decision-Making Regarding Assessments: Funding will support our work with Illuminate DnA.
9. Effective and Timely assistance to Students Experiencing Difficulty: Funding will support after school instruction using programs such as Imagine Learning, READ 180, and Math 180. Funding will provide stipends for teachers, snacks for students, and offset the cost of the programs.
10. Coordination and Integration of Federal, State, and Local Services, Programs, and Funds: the school will work with the curriculum coordinator to ensure that all funding requests meet the requirements of the program.

3. How does the school coordinate and integrate the following Federal, State and local programs and services in a manner applicable to the grade level to support achievement of the schoolwide goals: violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Redford Union High School coordinates and integrates all Federal, state and local programs and services that we offer with all general-funded programs and services. Any additional supplementary support is provided if it falls within our school improvement goals, as well as if
SY 2019-2020

allowable under all federal and state grant guidelines.

Evaluation:

1. Describe how the school evaluates, at least annually, the implementation of the schoolwide program.

The school improvement team meets monthly. At least 3 times per year the team reviews the goals and strategies of the school wide plan. A CNA is completed in April and the team reviews the achievement data. Goals and strategies are reviewed to determine what needs to be added, edited, or removed based on the data. Feedback from stakeholder survey are also reviewed at the time the survey closes and in April when reviewing the CNA.

2. Describe how the school evaluates the results achieved by the schoolwide program using data from the State's annual assessments and other indicators of academic achievement.

The school improvement team reviews the state assessment data in the fall, when it is received, and compares the data to the two previous years to look for trends of improvement. In areas where there was a decline the goals are reviewed to determine further needs. In areas where there has been growth, the goals are reviewed to determine what is working and possibly apply to other areas where growth is needed. Our local assessment (NWEA and common summative assessments) data is also reviewed to determine areas of strength and areas for growth. For example, our data shows that offering students a re-take opportunity has increased our scores in math but not in social studies. We will apply the same re-take process in our social studies classes that are used in the math department and review to see if this change increased scores.

3. Describe how the school determines whether the schoolwide program has been effective in increasing the achievement of students who are furthest from achieving the standards.

While reviewing both state assessments and local assessments, special attention is directed at our special education students, ELL students, and economically disadvantaged students to see if the strategies were effective in increasing achievement with those subgroups. The school improvement team will determine what changes, if any, need to be made to the goals and strategies in the school wide program.

4. What process is followed by the school to revise the plan, as necessary, based on the evaluation, to ensure continuous improvement of students in the schoolwide program?

The school improvement team reviews the goals/strategies three times per year. State assessment data is reviewed in the fall, when scores come in, and the team will assess the goals/strategies to determine if they are still appropriate. The same process is used at the end of the first semester in February and at the end of the school year in May with our local assessments. Modifications are made, as necessary, throughout the school year.

Goals and Objectives 2019 - 2021

Overview

Plan Name

Goals and Objectives 2019 - 2021

Plan Description

Goals and Objectives 2019 - 2021

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Redford Union High School students will consistently improve their reading and writing ability, leading to performing at grade level or above.	Objectives: 1 Strategies: 4 Activities: 7	Academic	\$296500
2	Redford Union High School students will consistently improve their mathematics ability, leading to performing at grade level or above.	Objectives: 1 Strategies: 3 Activities: 5	Academic	\$291300
3	Redford Union High School will continually improve and enhance the learning environment to promote student success.	Objectives: 4 Strategies: 6 Activities: 10	Organizational	\$143500
4	Redford Union High School students will improve each year in order to reach proficiency in social studies.	Objectives: 1 Strategies: 2 Activities: 2	Academic	\$52900
5	Redford Union High School students will improve each year in order to reach proficiency in science.	Objectives: 1 Strategies: 3 Activities: 3	Academic	\$200000

Goal 1: Redford Union High School students will consistently improve their reading and writing ability, leading to performing at grade level or above.

Measurable Objective 1:

80% of All Students will demonstrate a proficiency in reading and writing in English Language Arts by 06/30/2020 as measured by PSAT, SAT, M-STEP, and local assessments.

Strategy 1:

Reading Comprehension - Teachers will collaborate to review standards and align lessons and conduct book reviews, for the purpose of replacing or supplementing materials to increase student interest and ability in the area of reading. The department will look at books that are culturally relevant to our student population.

Teachers will revisit the strategies set forth in Adler's book and make revisions where necessary.

Category: English/Language Arts

Research Cited: Seven Strategies to Teach Students Text Comprehension

By: C.R. Adler

Tier: Tier 1

Activity - Hight Interest Text	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide a greater amount of high-interest reading opportunities for students. At risk students will have an opportunity to engage in reading process through high interest, adjusted level books.	Materials, Direct Instruction, Implementation	Tier 1	Implement	09/05/2017	06/30/2021	\$4500	Section 31a, General Fund, Title I Part A	English Department Chair, School Administration, ELA teachers

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Activity - Culturally Relevant and High Interest Courses	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The English Department will develop courses in African American Literature, Science fiction, Films, and Creative Writing.	Curriculum Development	Tier 1	Implement	09/05/2018	06/30/2021	\$2000	Section 31a	English Teachers, High School Administration

Strategy 2:

College and Career Readiness - Students and teachers will participate in activities supporting college and career readiness.

Category:

Research Cited: College, Careers, and the Common Core by David T. Conley

Tier: Tier 1

Activity - Writing Format	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All English teachers, in all classes, will consistently adhere to MLA Style in student writing assignments.	Professional Learning, Direct Instruction, Curriculum Development	Tier 1	Monitor	09/05/2017	06/30/2021	\$0	No Funding Required	School Administration, English Department Chair, all ELA teachers

Activity - SAT Writing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will administer four SAT formatted writing prompts. In their professional learning communities the teachers will score the student writing from the SAT designed rubric.	Direct Instruction	Tier 1	Implement	09/05/2017	06/30/2021	\$0	No Funding Required	High School Administration, English Department Chair, English Department Teachers
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Strategy 3:

Using Technology - Using technology such as chrome books and interactive boards to complete research, edit work, create story boards, and share work, and other engaging classroom activities.

Category: English/Language Arts

Research Cited: Selfe, C. L. (1990). English teachers and the humanization of computers: Networking communities of readers and writers. In G. E. Hawisher & A. O. Soter (Eds.), *On literacy and its teaching: Issues in English education* (pp. 190-205). New York: State University of New York Press.

Tier: Tier 1

Activity - ELA through Tech	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students and teachers will use technology such as chrome books and clever touch boards to conduct research, edit work, create story boards, share work and other ELA projects.	Direct Instruction, Technology	Tier 1	Implement	09/04/2018	06/30/2021	\$90000	Title I Part A, Section 31a, General Fund	High school administration, ELA teachers, academic coordinator

Strategy 4:

Professional Development - Instructional staff will receive professional development in best practices for educating our students.

Category: English/Language Arts

Research Cited: *Better Learning through Structured Teaching* by D.B. Fisher and N. Frey

Tier: Tier 1

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Activity - Workshops and Conferences	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional staff will attend profession workshops, conferences and other PD to support Tier 1 and Tier II instruction in the ELA classrooms.	Professional Learning	Tier 1	Implement	09/04/2018	06/30/2021	\$50000	Section 31a, Title I Part A	School administration and district level administration

Activity - Coaching	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Academic Coaches will deliver professional development to instructional staff.	Professional Learning	Tier 1	Getting Ready	09/03/2019	06/30/2021	\$150000	Section 31a	Curriculum Coordinator, Building Administration

Goal 2: Redford Union High School students will consistently improve their mathematics ability, leading to performing at grade level or above.

Measurable Objective 1:

80% of All Students will demonstrate a proficiency in problem solving, with equations, in Mathematics by 06/30/2020 as measured by the PSAT, SAT, M-Step and NWEA, and local assessments.

Strategy 1:

Common Core - Teachers will implement an Algebra mathematics curriculum aligned with the common core state standards.

Category:

Research Cited: Common Core Standards for High School Mathematics by Amitra Schwols and kathleen Dempsey; 21 Strategies to Improve ACT Scores by Kelly Roell.

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Tier: Tier 1

Activity - Instructional Technology Integration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use technology to improve their understanding of mathematics, to provide interactive learning experiences, and increase engagement.	Technology	Tier 1	Implement	09/05/2018	06/30/2021	\$90000	General Fund, Title I Part A, Section 31a	School Administration, Math Teachers, Academic Coordinator

Activity - Tier 1/Tier II Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use subscriptions and online tools to develop engaging formative assessments for Tier 1 and Tier 2 interventions.	Supplemental Materials	Tier 1	Implement	09/03/2019	06/30/2021	\$1300	Title I Schoolwide	Curriculum Coordinator, School Administration, math department

Strategy 2:

Career and College Readiness - Mathematics teachers will make students aware of STEM careers.

Category:

Research Cited: College, Careers, and the Common Core by David T. Conley

Tier: Tier 1

Activity - STEM Careers	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Students will explore STEM careers through the viewing of STEM videos.	Career Preparation /Orientation	Tier 1	Implement	09/05/2017	06/30/2021	\$0	General Fund	School Administration, Mathematics Department members
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Strategy 3:

Professional Development - Instructional staff will receive professional development in best practices for educating our students.

Category: Mathematics

Research Cited: Better Learning through Structured Teaching by D.B. Fisher and N. Frey

Tier: Tier 1

Activity - Workshops and Conferences	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional staff will attend professional workshops, conferences, and other PD to support Tier I and Tier II instruction in mathematics course.	Professional Learning	Tier 1	Implement	09/04/2018	06/30/2021	\$50000	Section 31a, Title I Part A	School Administration, Curriculum Coordinator, math department teachers

Activity - Coaching	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Academic Coaches will deliver professional development to instructional staff.	Professional Learning	Tier 1	Getting Ready	09/03/2019	06/30/2021	\$150000	Section 31a	Curriculum Coordinator, Building Administration

Goal 3: Redford Union High School will continually improve and enhance the learning environment to promote student success.

Measurable Objective 1:

demonstrate a behavior where students are motivated to achieve in school. by 06/30/2020 as measured by Increased academic performance, increased attendance rate, increased athletic eligibility, and participation in extra curricular activities, and student surveys..

Strategy 1:

Culturally Responsive Education - The staff will engage in professional development based around culturally responsive education. This PD will provide an opportunity for teachers to gain a better understanding of culturally different students and provide strategies to develop higher engagement in the classroom . This motivational framework provides a holistic and culturally responsive way to create, plan, and refine teaching activities, lessons, and assessment practices.

Category: School Culture

Research Cited: "Closing the School Discipline Gap" by Daniel Losen

Tier: Tier 1

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Staff members and building administration will engage in professional development activities around culturally responsive education and restorative practices.	Professional Learning, Walkthrough, Behavioral Support Program	Tier 1	Implement	09/05/2017	06/30/2021	\$1500	Title II Part A	Building Administrators, teachers, Dean of Students, Social Worker, Behavior Intervention Coordinator, and teachers
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Activity - Book Study	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will be invited to participate in an after school book study groups reading the books "Holler if you Hear Me" by Gregory Michie which tells the story of an urban teacher and his students.	Professional Learning	Tier 1	Implement	10/01/2019	05/28/2021	\$0	No Funding Required	School Administration, high school staff

Strategy 2:

Supplemental Support - School security, hall monitors, and school resource officer will assist the high school staff and students in maintaining an orderly, positive, and safe environment outside of the classrooms and in the commons areas.

Category: School Culture

Research Cited:

School Resource Officers and Students' Feelings of Safety at School

Author:

Matthew T. Theriot, John G. Orme

Publication:

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Youth Violence and Juvenile Justice: An Interdisciplinary Journal

Publisher:

SAGE Publications

Date:

04/01/2016

Tier: Tier 1

Activity - Safety Personnel	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Redford Union High School will employ hall monitors to maintain an orderly, positive, and safe environment. The district will employ a school resource office to assist with our safety initiative.	Behavioral Support Program	Tier 1	Implement	09/01/2018	06/30/2021	\$100000	Section 31a	School administration, central office administration, district security director

Measurable Objective 2:

achieve college and career readiness through the continuation of our early college program and support from the college advisor and careers counselor. by 06/30/2021 as measured by 90% of our students accessing services from the college advisor and/or careers counselor and 10% of our freshman class entering the early college program...

Strategy 1:

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Early College Initiative - Forty-Six students will enter our early college program in the fall of 2017. Partnerships are in place with Wayne County Community College and Schoolcraft College. Students will have the opportunity to earn an Associate's Degree or complete a certification program at the completion of high school.

Category: Career and College Ready

Tier: Tier 1

Activity - College Adisor	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Redford Union High School was recipient of the MCAN Advise Mi grant. This grant will afford us the opportunity to place a college advisor in the high school for a period of three years. Interviews were held and a candidate has been selected. This advisor will assist with financial aid nights, campus tours, act as a liaison between the high school and post-secondary institutions, assist with applications, hold college nights/fairs, work with families.	Implementation	Tier 1	Implement	08/21/2017	06/30/2020	\$15000	General Fund	School administration, Advise Mi Advisor, Site supervisor

Activity - Careers Counselor	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A career counselor will be assigned to Redford Union High School one day per week to provide support to students not interested in attending a 4 year institution. The career counselor will provide support for students looking at various career options, arrange for students to attend career fairs, contact potential employers, and provide interest inventories for students.	Career Preparation /Orientation	Tier 1	Monitor	09/06/2018	06/30/2021	\$0	No Funding Required	Wayne RESA, Career Counselor, School Administration

Measurable Objective 3:

increase student growth in the area of reading (literacy) as demonstrated on end of year NWEA scores. by 06/30/2020 as measured by Increased reading scores on the final NWEA administration of each school year..

Strategy 1:

School Wide Literacy Initiatives - Teachers across all content areas will engage students in activities centered around literacy. These activities may include the

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implementation of Read-Alouds, K-W-L Charts, Graphic Organizers, Vocabulary Instruction, Writing to Learn, Structured Notetaking, and Reciprocal Teaching. Through these strategies, students may have opportunities to connect literacy and modern media.

Category: Career and College Ready

Research Cited: High School Literacy Activities by Michele Meleen, Seven Literacy Strategies the Work by Douglas Fisher, Nancy Frey and Douglas Williams.

Tier: Tier 1

Activity - Literacy Activities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide opportunities for students to engage in "fun" literacy activities across all content areas. These activities may include connecting literacy to modern media. Examples may include: Student created quizzes, creating videos, analyzing internet videos and music, using twitter to convey meaning in a concise manner. etc.	Academic Support Program	Tier 1	Monitor	09/04/2018	06/30/2020	\$1000	Section 31a	All RUHS teachers and administration.

Measurable Objective 4:

collaborate to support and implement the district strategic plan by 06/30/2021 as measured by as measured by participation in professional development, professional learning communities, district committees, and adherence to the objectives outlined in the district strategic plan by 100 percent of our staff..

Strategy 1:

Standards Based Learning/InstructionAssessment - Teachers will participate in activities designed to support standards-based learning, instruction, and assessment.

Category:

Research Cited: Formative Assessment & Standards-Based Grading by Robert J. Marzano

School Leaders Guide to Standards-Based Grading by Heflebower, Hoegh, and Warrick

Tier: Tier 1

Activity - Test retakes	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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English teachers will implement common test-retake procedures.	Teacher Collaboration, Direct Instruction	Tier 1	Implement	09/06/2016	06/30/2021	\$0	No Funding Required	School Administration, English Department Chairs, all ELA teachers
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Activity - Common Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The English Department will align common assessments to meet a set of critical standards based ELA common core.	Policy and Process, Teacher Collaboration, Curriculum Development	Tier 1	Implement	09/05/2017	06/30/2021	\$0	Title II Part A	English Department Chair, ELA Department, School Administration

Activity - Collaborative Learning Cycle	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers within the English Department will use the Collaborative Learning Cycle in their department meetings to analyze assessment data. Teachers will use the CLC to generate predictions, analyze data, develop narrative statements, generate causal theories, and explore solutions.	Teacher Collaboration	Tier 1	Implement	10/17/2016	06/30/2021	\$0	No Funding Required	School Administration, all teaching staff

Strategy 2:

IB Curriculum - The Redford Union High School staff will continue to work toward authorization as an IB MYP school. Teachers will continue to receive professional development, write unit plans, and implement all requirements of the IB program.

Category: Career and College Ready

Research Cited: www.ibo.org/programmes/diploma-programme/curriculum/

Tier: Tier 1

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Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers in each IB required subject area will receive ongoing training from IB World trainers. The IB consultant and our IB Coordinator will work with teachers on site to develop and write curriculum.	Professional Learning, Curriculum Development	Tier 1	Implement	08/30/2018	06/30/2021	\$26000	Section 31a	IB Coordinator, Curriculum Coordinator, School Administration, teachers

Goal 4: Redford Union High School students will improve each year in order to reach proficiency in social studies.

Measurable Objective 1:

80% of Eleventh grade students will demonstrate a proficiency in basic state identified skills in Social Studies by 06/30/2020 as measured by State assessments and/or local Common Assessments .

Strategy 1:

Reading Comprehension - Teachers will participate in professional development opportunities.

Category: Social Studies

Research Cited: Seven Strategies to Teach Students Text Comprehension

By: C.R. Adler

Tier: Tier 1

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Activity - Tier 1/Tier II Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use subscriptions and online tools to develop engaging formative assessments for use in Tier 1 and Tier 2 interventions.	Supplemental Materials	Tier 1	Implement	09/05/2018	06/30/2021	\$2900	Title I Schoolwide	Social Studies Teachers, Curriculum coordinator, school administration

Strategy 2:

Professional Development - Instructional staff will receive professional development in best practices for educating our students.

Category: Social Studies

Research Cited: Better Learning through Structured Teaching by D.B. Fisher and N. Frey

Tier: Tier 1

Activity - Workshops and Conferences	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional staff will attend professional workshops, conferences and other PD to support Tier I and Tier II instruction in social studies courses.	Professional Learning	Tier 1	Implement	09/04/2018	06/30/2021	\$50000	Title I Part A, Section 31a	School administration, central office administration, social studies teachers

Goal 5: Redford Union High School students will improve each year in order to reach proficiency in science.

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Measurable Objective 1:

80% of Eleventh grade students will demonstrate a proficiency in reading informational text in Science by 06/30/2020 as measured by State and local assessments.

Strategy 1:

Interpreting Data Sets - Teachers will participate in Professional Development opportunities through attendance at conferences

Category:

Research Cited: Priorities in Practice: The Essentials of Science, Grades 7–12: Effective Curriculum, Instruction, and Assessment

by Rick Allen

Tier: Tier 1

Activity - Teaching and Assessing Data	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers in the science department will introduce a common data set to the students one time per week to provide exposure and assess understanding. One time per month the students will be assessed on their knowledge of data sets. During the professional learning communities the teachers will analyze the data and develop strategies to move forward or reteach.	Direct Instruction	Tier 1	Monitor	09/05/2017	06/30/2020	\$0	No Funding Required	School Administration, Science department teachers

Strategy 2:

Incorporating STEM/STEAM - Enhance science experiences in the classroom by incorporating STEM/STEAM methods into everyday teaching and learning.

Category: Career and College Ready

Research Cited: Instruction quality-John Hattie

Tier: Tier 1

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Activity - STEM/STEAM Materials/Technology	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Use materials and technology that will enhance science teaching and learning.	Academic Support Program	Tier 1	Implement	09/04/2018	06/30/2021	\$150000	Section 31a, Title I Part A, General Fund	Science teachers, principals, and district central office

Strategy 3:

Professional Development - Instructional staff will receive professional development in best practices for educating our students.

Category: Science

Research Cited: Better Learning through Structured Teaching by D.B. Fisher and N. Frey

Tier: Tier 1

Activity - Workshops and Conferences	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional staff will attend professional workshops, conferences, and other PD to support Tier I and Tier II instruction in science courses.	Professional Learning	Tier 1		09/04/2018	06/30/2021	\$50000	Title I Part A, Section 31a	Principals and district level administration

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Tier 1/Tier II Intervention	Teachers will use subscriptions and online tools to develop engaging formative assessments for Tier 1 and Tier 2 interventions.	Supplemental Materials	Tier 1	Implement	09/03/2019	06/30/2021	\$1300	Curriculum Coordinator, School Administration, math department
Tier 1/Tier II Intervention	Teachers will use subscriptions and online tools to develop engaging formative assessments for use in Tier 1 and Tier 2 interventions.	Supplemental Materials	Tier 1	Implement	09/05/2018	06/30/2021	\$2900	Social Studies Teachers, Curriculum coordinator, school administration

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
STEM/STEAM Materials/Technology	Use materials and technology that will enhance science teaching and learning.	Academic Support Program	Tier 1	Implement	09/04/2018	06/30/2021	\$50000	Science teachers, principals, and district central office
Instructional Technology Integration	Teachers will use technology to improve their understanding of mathematics, to provide interactive learning experiences, and increase engagement.	Technology	Tier 1	Implement	09/05/2018	06/30/2021	\$30000	School Administration, Math Teachers, Academic Coordinator

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College Adisor	Redford Union High School was recipient of the MCAN Advise Mi grant. This grant will afford us the opportunity to place a college advisor in the high school for a period of three years. Interviews were held and a candidate has been selected. This advisor will assist with financial aid nights, campus tours, act as a liaison between the high school and post-secondary institutions, assist with applications, hold college nights/fairs, work with families.	Implementa tion	Tier 1	Implement	08/21/2017	06/30/2020	\$15000	School administrati on, Advise Mi Advisor, Site supervisor
Hight Interest Text	Teachers will provide a greater amount of high-interest reading opportunities for students. At risk students will have an opportunity to engage in reading process through high interest, adjusted level books.	Materials, Direct Instruction, Implementa tion	Tier 1	Implement	09/05/2017	06/30/2021	\$1500	English Department Chair, School Administrati on, ELA teachers
ELA through Tech	Students and teachers will use technology such as chrome books and clever touch boards to conduct research, edit work, create story boards, share work and other ELA projects.	Direct Instruction, Technology	Tier 1	Implement	09/04/2018	06/30/2021	\$30000	High school administrati on, ELA teachers, academic coordinator
STEM Careers	Students will explore STEM careers through the viewing of STEM videos.	Career Preparation /Orientation	Tier 1	Implement	09/05/2017	06/30/2021	\$0	School Administrati on, Mathematic s Department members

Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Development	Staff members and building administration will engage in professional development activities around culturally responsive education and restorative practices.	Professiona l Learning, Walkthroug h, Behavioral Support Program	Tier 1	Implement	09/05/2017	06/30/2021	\$1500	Building Administrat ors, teachers, Dean of Students, Social Worker, Behavior Intervention Coordinator , and teachers

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Common Assessments	The English Department will align common assessments to meet a set of critical standards based ELA common core.	Policy and Process, Teacher Collaboration, Curriculum Development	Tier 1	Implement	09/05/2017	06/30/2021	\$0	English Department Chair, ELA Department, School Administration
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No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Teaching and Assessing Data	Teachers in the science department will introduce a common data set to the students one time per week to provide exposure and assess understanding. One time per month the students will be assessed on their knowledge of data sets. During the professional learning communities the teachers will analyze the data and develop strategies to move forward or reteach.	Direct Instruction	Tier 1	Monitor	09/05/2017	06/30/2020	\$0	School Administration, Science department teachers
Careers Counselor	A career counselor will be assigned to Redford Union High School one day per week to provide support to students not interested in attending a 4 year institution. The career counselor will provide support for students looking at various career options, arrange for students to attend career fairs, contact potential employers, and provide interest inventories for students.	Career Preparation /Orientation	Tier 1	Monitor	09/06/2018	06/30/2021	\$0	Wayne RESA, Career Counselor, School Administration
Writing Format	All English teachers, in all classes, will consistently adhere to MLA Style in student writing assignments.	Professional Learning, Direct Instruction, Curriculum Development	Tier 1	Monitor	09/05/2017	06/30/2021	\$0	School Administration, English Department Chair, all ELA teachers
Book Study	All staff will be invited to participate in an after school book study groups reading the books "Holler if you Hear Me" by Gregory Michie which tells the story of an urban teacher and his students.	Professional Learning	Tier 1	Implement	10/01/2019	05/28/2021	\$0	School Administration, high school staff
Test retakes	English teachers will implement common test-retake procedures.	Teacher Collaboration, Direct Instruction	Tier 1	Implement	09/06/2016	06/30/2021	\$0	School Administration, English Department Chairs, all ELA teachers

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Collaborative Learning Cycle	Teachers within the English Department will use the Collaborative Learning Cycle in their department meetings to analyze assessment data. Teachers will use the CLC to generate predictions, analyze data, develop narrative statements, generate causal theories, and explore solutions.	Teacher Collaboration	Tier 1	Implement	10/17/2016	06/30/2021	\$0	School Administration, all teaching staff
SAT Writing	Teachers will administer four SAT formatted writing prompts. In their professional learning communities the teachers will score the student writing from the SAT designed rubric.	Direct Instruction	Tier 1	Implement	09/05/2017	06/30/2021	\$0	High School Administration, English Department Chair, English Department Teachers

Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
High Interest Text	Teachers will provide a greater amount of high-interest reading opportunities for students. At risk students will have an opportunity to engage in reading process through high interest, adjusted level books.	Materials, Direct Instruction, Implementation	Tier 1	Implement	09/05/2017	06/30/2021	\$1500	English Department Chair, School Administration, ELA teachers
Workshops and Conferences	Instructional staff will attend profession workshops, conferences and other PD to support Tier 1 and Tier II instruction in the ELA classrooms.	Professional Learning	Tier 1	Implement	09/04/2018	06/30/2021	\$25000	School administration and district level administration
ELA through Tech	Students and teachers will use technology such as chrome books and clever touch boards to conduct research, edit work, create story boards, share work and other ELA projects.	Direct Instruction, Technology	Tier 1	Implement	09/04/2018	06/30/2021	\$30000	High school administration, ELA teachers, academic coordinator
Instructional Technology Integration	Teachers will use technology to improve their understanding of mathematics, to provide interactive learning experiences, and increase engagement.	Technology	Tier 1	Implement	09/05/2018	06/30/2021	\$30000	School Administration, Math Teachers, Academic Coordinator

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Workshops and Conferences	Instructional staff will attend professional workshops, conferences and other PD to support Tier I and Tier II instruction in social studies courses.	Professional Learning	Tier 1	Implement	09/04/2018	06/30/2021	\$25000	School administration, central office administration, social studies teachers
Workshops and Conferences	Instructional staff will attend professional workshops, conferences, and other PD to support Tier I and Tier II instruction in science courses.	Professional Learning	Tier 1		09/04/2018	06/30/2021	\$25000	Principals and district level administration
Workshops and Conferences	Instructional staff will attend professional workshops, conferences, and other PD to support Tier I and Tier II instruction in mathematics course.	Professional Learning	Tier 1	Implement	09/04/2018	06/30/2021	\$25000	School Administration, Curriculum Coordinator, math department teachers
STEM/STEAM Materials/Technology	Use materials and technology that will enhance science teaching and learning.	Academic Support Program	Tier 1	Implement	09/04/2018	06/30/2021	\$50000	Science teachers, principals, and district central office

Section 31a

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Instructional Technology Integration	Teachers will use technology to improve their understanding of mathematics, to provide interactive learning experiences, and increase engagement.	Technology	Tier 1	Implement	09/05/2018	06/30/2021	\$30000	School Administration, Math Teachers, Academic Coordinator
Workshops and Conferences	Instructional staff will attend professional workshops, conferences, and other PD to support Tier I and Tier II instruction in science courses.	Professional Learning	Tier 1		09/04/2018	06/30/2021	\$25000	Principals and district level administration
Coaching	Academic Coaches will deliver professional development to instructional staff.	Professional Learning	Tier 1	Getting Ready	09/03/2019	06/30/2021	\$150000	Curriculum Coordinator, Building Administration

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Workshops and Conferences	Instructional staff will attend professional workshops, conferences and other PD to support Tier I and Tier II instruction in social studies courses.	Professional Learning	Tier 1	Implement	09/04/2018	06/30/2021	\$25000	School administration, central office administration, social studies teachers
Workshops and Conferences	Instructional staff will attend professional workshops, conferences, and other PD to support Tier I and Tier II instruction in mathematics course.	Professional Learning	Tier 1	Implement	09/04/2018	06/30/2021	\$25000	School Administration, Curriculum Coordinator, math department teachers
Professional Development	Teachers in each IB required subject area will receive ongoing training from IB World trainers. The IB consultant and our IB Coordinator will work with teachers on site to develop and write curriculum.	Professional Learning, Curriculum Development	Tier 1	Implement	08/30/2018	06/30/2021	\$26000	IB Coordinator, Curriculum Coordinator, School Administration, teachers
Coaching	Academic Coaches will deliver professional development to instructional staff.	Professional Learning	Tier 1	Getting Ready	09/03/2019	06/30/2021	\$150000	Curriculum Coordinator, Building Administration
Workshops and Conferences	Instructional staff will attend professional workshops, conferences and other PD to support Tier 1 and Tier II instruction in the ELA classrooms.	Professional Learning	Tier 1	Implement	09/04/2018	06/30/2021	\$25000	School administration and district level administration
ELA through Tech	Students and teachers will use technology such as chrome books and clever touch boards to conduct research, edit work, create story boards, share work and other ELA projects.	Direct Instruction, Technology	Tier 1	Implement	09/04/2018	06/30/2021	\$30000	High school administration, ELA teachers, academic coordinator
Safety Personnel	Redford Union High School will employ hall monitors to maintain an orderly, positive, and safe environment. The district will employ a school resource office to assist with our safety initiative.	Behavioral Support Program	Tier 1	Implement	09/01/2018	06/30/2021	\$100000	School administration, central office administration, district security director

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STEM/STEAM Materials/Technology	Use materials and technology that will enhance science teaching and learning.	Academic Support Program	Tier 1	Implement	09/04/2018	06/30/2021	\$50000	Science teachers, principals, and district central office
High Interest Text	Teachers will provide a greater amount of high-interest reading opportunities for students. At risk students will have an opportunity to engage in reading process through high interest, adjusted level books.	Materials, Direct Instruction, Implementation	Tier 1	Implement	09/05/2017	06/30/2021	\$1500	English Department Chair, School Administration, ELA teachers
Culturally Relevant and High Interest Courses	The English Department will develop courses in African American Literature, Science fiction, Films, and Creative Writing.	Curriculum Development	Tier 1	Implement	09/05/2018	06/30/2021	\$2000	English Teachers, High School Administration
Literacy Activities	Teachers will provide opportunities for students to engage in "fun" literacy activities across all content areas. These activities may include connecting literacy to modern media. Examples may include: Student created quizzes, creating videos, analyzing internet videos and music, using twitter to convey meaning in a concise manner. etc.	Academic Support Program	Tier 1	Monitor	09/04/2018	06/30/2020	\$1000	All RUHS teachers and administration.