



School Improvement Plan

Robichaud High School

Westwood Community Schools

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TABLE OF CONTENTS

Introduction.....	1
Executive Summary	
Introduction.....	3
Description of the School.....	4
School's Purpose.....	5
Notable Achievements and Areas of Improvement.....	6
Additional Information	7
Improvement Plan Stakeholder Involvement	
Introduction.....	9
Improvement Planning Process.....	10
School Data Analysis	
Introduction.....	12
Student Enrollment Data.....	13
Student Achievement Data for All Students.....	15
Subgroup Student Achievement.....	17
Perception Data - Students.....	21
Perception Data – Parents/Guardians.....	22
Perception Data – Teachers/Staff.....	23

Other..... 24

School Additional Requirements Diagnostic

Introduction..... 26

School Additional Requirements Diagnostic..... 27

Health and Safety (HSAT) Diagnostic

Introduction..... 30

Health and Safety (HSAT)..... 31

Title I Schoolwide Diagnostic

Introduction..... 37

Component 1: Comprehensive Needs Assessment..... 38

Component 2: Schoolwide Reform Strategies 40

Component 3: Instruction by Highly Qualified Staff..... 41

Component 4: Strategies to Attract Highly Qualified Teachers..... 42

Component 5: High Quality and Ongoing Professional Development..... 43

Component 6: Strategies to Increase Parental Involvement..... 44

Component 7: Preschool Transition Strategies..... 46

Component 8: Teacher Participation in Making Assessment Decisions..... 47

Component 9: Timely and Additional Assistance to Students Having Difficulty Mastering the Standards..... 48

Component 10: Coordination and Integration of Federal, State and Local Programs and Resources... 49

Evaluation 50

Plan for School Improvement Plan

Overview 52

Goals Summary 53

 Goal 1: All Students will become proficient in math 54

 Goal 2: All Students will become proficient in English and Language Arts 54

 Goal 3: The number of suspension will be reduced by 50% from the 2012-2013 school year 55

Activity Summary by Funding Source 57

Introduction

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

Executive Summary

Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

 The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

Hamilton J. Robichaud is a traditional 9-12th grade high school. It is located in Dearborn Heights, Michigan. The student population size is approximately 325. Over the past three years, Robichaud has experienced a 5% decline in enrollment from year to year. As a result of declining enrollment, staffing has been cut, job duties have increased, resources have been cut, class sizes have increased, and professional development opportunities have been restricted.

Ninety-two percent of the population is African-American, and 82% of the population is economically disadvantaged. Students with disabilities comprise 17% of the student population. The proportion of male and female students is approximately equal.

Robichaud has a total of 29 teachers on staff. Less than 15% of the teaching staff has been at Robichaud for eight years or more. Generally staff absenteeism is low. Students' academic performance data indicates that 92% of students entering 9th grade demonstrate scores of at or below 16% on the Explore Test versus 56% of 9th graders nationally. Additionally, more than 50% of 11th graders scored below state standards in ELA and math. This harming student performance data makes it imperative that class sizes and teacher preparation not be jeopardized.

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

Mission Statement

Adopted September 2010

Students will learn to be productive citizens in their career path and utilize 21st century skills, such as communication, leadership, and collaboration so they may successfully contribute to their family, community, and society.

Vision Statement

Adopted September 2010

Staff and students at Robichaud High School promote a positive, clean, and well maintained physical environment, which is conducive to learning and promoting school pride. In order to promote a safe environment conducive to learning, our school has a clear, consistent, progressive discipline policy that students understand and abide by. Robichaud's strong supportive and consistent leadership is dedicated to excellent staff and students, and they encourage parental and community involvement. Administrators make, carry out, and assess decisions in a timely fashion to promote students learning and staff development in a safe environment. Robichaud's data driven, rigorous instruction adheres to state and federal standards. The curriculum is relevant to real-world application as well as to career exploration and development. Teachers and leaders assess school and student progress regularly in order to adapt the curriculum to individual needs and provide necessary support to students and staff. Extra-curricular activities are available to all students and appeal to a variety of interests, including academics, athletics, and fine arts.

WE BELIEVE...

All staff and students are entitled to a safe and secure learning environment.

All communication should be effective, ethical and professional at all levels.

All staff will be accountable for the academic success of all students.

Mutual respect, tolerance and acceptance of diversity are fundamental to the advancement of our learning community.

Our purpose is exemplified by providing an educational program that promotes college and career readiness. Robichaud students have the opportunity of taking college preparatory courses as well as career and technical education courses. Moreover, students have the opportunity to enroll in Robichaud's Academy of Engineering. Additionally, the classroom practices utilized by Robichaud's teaching staff promotes the development of the 21st century skills students will need to be successful in the workplace.

Robichaud students are expected to exemplify the following virtues:

Courageous, honest, accountable, respectful, generous, strive for excellence, and determination. Students are continually reminded that the personification of these traits make a successful individual.

Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

Robichaud High School Accomplishments

- The Class of 2012 earned over 1.2 million dollars in scholarships
- The ninth grade academy, Robichaud Prestige Academy, was formed
- Gained acceptance to the National Academy Foundation for the opening of an Academy of Engineering Fall 2012
- Implemented ZAP hour (Zeroes Aren't Permitted) to provide students with academic assistance and enrichment
- Implemented the PAC club (Passing All Classes) to acknowledge students who passed all classes
- Hosted first annual college fair for students in grades 9-12
- Partnered with the Women of Tomorrow (WOT) organization to provide mentoring opportunities for female students
- Received national accreditation through the North Central Accreditation Organization
- The Athletic Department revealed Robichaud's Sports' Heritage wall

As a part of the school improvement process, Robichaud High School examined multiple sources of achievement data. The MME achievement data trends for the past 3 years are as follow: Math declined from 5.8% proficient to 0% proficient; Reading from 42% to 11%; Science declined 1.9% to 0%; Social Studies from 13.5% to 2%; and Writing 20.8% to 10%. ACT achievement indicated a similar trend: English 30.2% to 9.5%; Reading 18.9%-6.3%; Math 7.5% to 0%; Science-remained static at zero. The PLAN and EXPLORE data reflected the same patterns. Local assessment data indicated student achievement was improving; which indicates a disconnect between local assessments and standardized assessments. According to our data, all subject areas are identified as challenge areas for Robichaud High School. The number of students at or above the college readiness benchmark on the Explore exam has been declining. For the Plan exam, the number of students at or above the college readiness benchmarks has remained stagnant. Both the MME and ACT results show that student proficiency in all subject areas has been declining. Subgroups were examined (did not have a SWD subgroup or LEP). The subgroups of SES and gender do not show any different gap than the entire population. As a result, there will be a school-wide approach for all students.

Robichaud High School did not make AYP the 2011-2012 school year due to not meeting the 95% testing requirement. In 2010-2011, AYP was achieved in Reading. In 2009-2010, AYP was achieved in both Reading and Math.

Robichaud's school improvement goals focus on the improvement of Math, ELA, Science, and Social Studies scores by 15%; all of which are below the state average.

Additional Information

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

-Robichaud High School is a recipient of the Safe and Supportive Schools grant

-Robichaud High School has a dual enrollment partnership with the University of Michigan-Dearborn

Improvement Plan Stakeholder Involvement

Introduction

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

Improvement Planning Process

Improvement Planning Process

Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.

Robichaud's school improvement team is composed of parents, students, instructional staff, community partners, support staff and administrators. The team met monthly to discuss and analyze data; further develop goals, monitor implementation and revise activities for the school improvement plan. Meetings times were alternated between morning and evening to accommodate all stakeholders. Participation on the school improvement team was voluntary.

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

The school improvement team consists of the building administrator, a representative from each core content area and/or grade level, a special education teacher, a student support staff representative, student government representative, parents and a community partner. Team members evaluated achievement and perception data, assess the effectiveness of programs, assisted with the development of goals, objectives and strategies; ongoing management of allocation of resources.

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

Staff was given digital access to the final document, updates were communicated to staff electronically and feedback was solicited at monthly staff meetings. Parents and community partners have access to the plan via district and school website, open house and community events.

School Data Analysis

Introduction

The School Data Analysis (SDA) is a diagnostic tool intended to facilitate rich and deep collaborative discussions among staff members about school data. The SDA can serve as a guide to determine a school's strengths, challenges, and directions for improvement based on an analysis of data and responses to a series of data related questions. This data collection and analysis process includes the identification of content area achievement gaps and reflections on causation. Please note that questions related to gaps and causes for a gap are marked with an asterisk (*). This diagnostic represents the various types of student data that should be continuously collected, reviewed, and analyzed in conjunction with other local school data. Completion of the SDA is required.

Student Enrollment Data

How do student enrollment trends affect staffing?

Due to the Michigan Merit Curriculum Requirements staffing remained consistent despite declining enrollment. Efforts are underway to increase student enrollment.

How do student enrollment trends affect staff recruitment?

Projected increase in student enrollment has allowed Robichaud to recruit and hire highly qualified staff in core content areas.

How do student enrollment trends affect budget?

As student enrollment trends decrease, the budget decreases.

How do student enrollment trends affect resource allocations?

As student enrollment decreases, resource allocations decrease.

How do student enrollment trends affect facility planning and maintenance?

The decline in student enrollment equates to less funding for facility and maintenance.

How do student enrollment trends affect parent/guardian involvement?

Student enrollment trends do not effect parent/guardian involvement because parents are constantly provided with opportunities to be involved in the school.

How do student enrollment trends affect professional learning and/or public relations?

Professional learning remains a priority in spite of current enrollment trends. Due to the student enrollment trends, public relation activities have been heightened in an effort to impact the current trend.

What are the challenges you noticed based on the student enrollment data?

Student enrollment data implies that students and families are selecting other schools and/or districts for their educational needs. The reduction of students limits the course offerings for electives and advanced placement.

What action(s) will be taken to address these challenges?

To address the challenge of a declining enrollment, Robichaud will recruit students through a variety of community events.

What are the challenges you noticed based on student attendance?

Based on the substantial amount of student absenteeism, there is an adverse effect on student achievement.

What action(s) will be taken to address these challenges?

Safe and Supportive Schools Grant provides support to implement interventions to increase student attendance.

Student Achievement Data for All Students

This area includes data questions.

Which content area(s) indicate the highest levels of student achievement?

Students show the highest proficiency in Reading as measured by ACT/MME.

Which content area(s) show a positive trend in performance?

Students show a positive trend in Reading as measured by the ACT/MME.

In which content area(s) is student achievement above the state targets of performance?

Student achievement in reading and writing met the Michigan Proficiency Target for Robichaud High School.

What trends do you notice among the top 30% percent of students in each content area?

The majority of the top 30% consists of transfer students.

The top 30% of students in reading and writing overlap.

The top 30% of students in writing are predominately female.

What factors or causes contributed to improved student achievement?

Curriculum coherency aligned to the state standards.

Extended learning opportunities provided to all students.

How do you know the factors made a positive impact on student achievement?

Common formative and summative assessments.

Increase student engagement.

Which content area(s) indicate the lowest levels of student achievement?

Math and Science

Which content area(s) show a negative trend in achievement?

No content area showed a negative trend in achievement.

In which content area(s) is student achievement below the state targets of performance?

Math, Science and Social Studies

What trends do you notice among the bottom 30% of students in each content area?

A third of the students in the bottom 30% have and IEP.

The majority of the students in the bottom 30% enrolled in the district at the secondary level.

What factors or causes contributed to the decline in student achievement?

Partial implementation of a district wide RTI model

Low student retention rates

How do you know the factors made a negative impact on student achievement?

Measure progress data disproportionality of students identified for special needs services

What action(s) could be taken to address achievement challenges?

Implement RTI with fidelity

Develop curriculum coherency K-12 math, science and social studies curriculum,

Subgroup Student Achievement

Statement or Question: Which subgroup(s) show a trend toward increasing overall performance?

Response:

- African American or Black
- Male
- Female
- Economically Disadvantaged

Statement or Question: For which subgroup(s) is the achievement gap closing?*

Response:

- Female
- Economically Disadvantaged

In what content areas is the achievement gap closing for these subgroups?*

Reading

How do you know the achievement gap is closing?*

Michigan School Data comparison to the statewide mean for the identical subgroup.

What other data support the findings?

Michigan School Data student testing information and Measured Progress Data supports the findings.

What factors or causes contributed to the gap closing? (Internal and External)*

Additional coaching support was provided from Wayne RESA and Mosaica (external provider). Read 180 was as an intervention strategy.

How do you know the factors made a positive impact on student achievement?

Michigan School Data student testing information and Measured Progress Data supports the findings.

What actions could be taken to continue this positive trend?

Implement strategies from external coaches and extended learning opportunities.

Statement or Question:Which subgroup(s) show a trend toward decreasing overall performance?

Response:

- Male

Statement or Question:For which subgroup(s) is the achievement gap becoming greater?*

Response:

- Male

In what content areas is the achievement gap greater for these subgroups?*

Reading

How do you know the achievement gap is becoming greater?*

Michigan School Data student testing information and Measured Progress Data supports the findings.

What other data support the findings?*

Common, formative and summative assessments

What factors or causes contributed to the gap increasing? (Internal and External)*

Lack of differentiated instruction, inconsistent implementation of curriculum and lack of student voice

How do you know the factors lead to the gap increasing?*

Student perception data

What actions could be taken to close the achievement gap for these students?*

School Improvement Plan

Robichaud High School

Professional development for teachers to address differentiated instruction for males.

How is each of the English Language Learners (ELLs) demographics achieving in comparison to the school aggregate?

The subgroup has less than 10 students.

How do you ensure that students with disabilities have access to the full array of intervention programs (Title 1, Title III, Section 31a, credit recovery programs, after-school programs, etc.)?

Students with disabilities are assigned to general education classes to accommodate their least restrictive environment.

How are students designated 'at risk of failing' identified for support services?

Students are identified for support services using multiple measures of data including; demographic, perception, academic achievement and programmatic data.

What Extended Learning Opportunities are available for students (all grade configurations respond)?

Robichaud High School has increased instructional time via extended school day.

Label	Question	Value
	What percentages of students participate in Extended Learning Opportunities, either for additional support or increased challenge?	100.0

What is the school doing to inform students and parents of Extended Learning Opportunities?

Parents were informed of opportunities of Extended Learning through written correspondence, district website, parent meetings and social media.

Label	Question	Value
	What is the total FTE count of teachers in your school?	24.0

Label	Question	Value
	How many teachers have been teaching 0-3 years?	8.0

School Improvement Plan

Robichaud High School

Label	Question	Value
	How many teachers have been teaching 4-8 years?	10.0

Label	Question	Value
	How many teachers have been teaching 9-15 years?	5.0

Label	Question	Value
	How many teachers have been teaching >15 years?	2.0

What impact might this data have on student achievement?

Teacher experience distribution does not directly impact student achievement, rather individual instructional practices have a direct impact on student achievement.

Label	Question	Value
	Indicate the total number of days for teacher absences due to professional learning or professional meetings.	55.0

Label	Question	Value
	Indicate the total number of days for teacher absences due to illness.	310.0

What impact might this data have on student achievement?

Classroom instruction was sacrificed when a guest teacher were responsible for a large portion of instruction, therefore student achievement was adversely impacted.

Perception Data - Students

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

The highest overall level of satisfaction is peer relations.

Which area(s) show a positive trend toward increasing student satisfaction?

Change of administration midyear showed a positive trend in student satisfaction.

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

The lowest overall level of satisfaction was based upon lack of academic engagement.

Which area(s) show a trend toward decreasing student satisfaction?

The lack of course selections offered due to budgetary constraints show a trend toward decreased student satisfaction.

What are possible causes for the patterns you have identified in student perception data?

Redesign plan, staff turnover rates and budget deficit are possible causes for the patterns identified in perception data.

What actions will be taken to improve student satisfaction in the lowest areas?

Coordinated School Health Team, professional development for student engagement, restorative justice

Perception Data – Parents/Guardians

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

Overall highest level of satisfaction among parents were transportation options, supplemental academic programs, change of administration and no pay to play fees.

Which area(s) show a trend toward increasing parents/guardian satisfaction?

Parent involvement opportunities, increased two-way communication and open door policy

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

Lack of traditional comprehensive instruction.

Which area(s) show a trend toward decreasing parents/guardian satisfaction?

Discipline policies

What are possible causes for the patterns you have identified in parent/guardian perception data?

Lack of comprehensive understanding of College and Career Readiness Standards.

What actions will be taken to increase parent/guardian satisfaction in the lowest areas?

Parent meetings and workshop to address the paradigm shift in education.

Perception Data – Teachers/Staff

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

The implementation of technology and instructional coaches indicate the overall highest level of satisfaction among teachers.

Which area(s) show a trend toward increasing teacher/staff satisfaction?

Change in administration that encourages staff input.

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

Consistency with discipline

Which area(s) show a trend toward decreasing teacher/staff satisfaction?

Lack of instructional resources and materials

What are possible causes for the patterns you have identified in staff perception data?

Administrative turnover and lack of external professional development

Other

How does your school use the MiPHY online survey health risk behavior results to improve student learning? (Enter N/A if you have not completed the MiPHY survey.)

The Coordinated School Health Team uses the data to identify, plan and implement objectives, strategies and activities for culture and climate.

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

Curriculum Council, Professional Learning Communities, Curriculum Surveys

What evidence do you have to indicate the extent to which the standards are being implemented?

Curriculum Maps, Curriculum Guides, Pacing Charts, Class Syllabus, Common and Summative assessments

School Additional Requirements Diagnostic

Introduction

This diagnostic contains certification requirements for Michigan schools. This diagnostic must be completed by all schools.

School Additional Requirements Diagnostic

Label	Assurance	Response	Comment	Attachment
	Literacy and math are tested annually in grades 1-5.	No	Robichaud High School serves grades 9-12.	

Label	Assurance	Response	Comment	Attachment
	Our school published a fully compliant annual report. (The Annual Education Report (AER) satisfies this). If yes, please provide a link to the report in the box below.	Yes	http://westwood.rhs.schooldesk.net/	

Label	Assurance	Response	Comment	Attachment
	Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.	No	In Progress	

Label	Assurance	Response	Comment	Attachment
	Our school reviews and annually updates the EDPs to ensure academic course work alignment.	Yes	Students use Career Cruising student EDP are updated annually.	

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

Label	Assurance	Response	Comment	Attachment
	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	Yolanda Williams-Davis, Director of Human Resources Westwood Community Schools 3335 South Beech Daly Dearborn Heights, MI 48125 313-565-1900	

School Improvement Plan

Robichaud High School

Label	Assurance	Response	Comment	Attachment
	The institution has a School-Parent Involvement Plan (that addresses Section 1118 activities) that is aligned to the District's Board Policy. If yes, please attach the School-Parent Involvement Plan below.	Yes		Robichaud High School PI Plan

Label	Assurance	Response	Comment	Attachment
	The institution has a School-Parent Compact. If yes, please attach the School-Parent Compact below.	Yes	The School-Parent Compact is distributed and signed bi-annually.	

Label	Assurance	Response	Comment	Attachment
	The School has additional information necessary to support your improvement plan (optional).	Yes	Robichaud High School has a redesign plan that is in year two of implementation.	Redesign Plan

Health and Safety (HSAT) Diagnostic

Introduction

The content for this tool comes directly from the Healthy School Action Tool (HSAT) Assessment (<http://www.mihealthtools.org/hsat>), an online tool for school buildings to assess its school health environments. 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.

This diagnostic is optional and should be completed only if you took the HSAT.

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.

	Statement or Question	Response	Rating
Question 1	Our School has a written policy on school safety that supports proactive, preventative approaches to ensure a safe school environment.	Written Policy, but not fully implemented	N/A

	Statement or Question	Response	Rating
Question 2	All teachers in our school have received professional development in management techniques to create calm, orderly classrooms.	No	N/A

	Statement or Question	Response	Rating
Question 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.	Yes	N/A

	Statement or Question	Response	Rating
Question 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.	Yes	N/A

	Statement or Question	Response	Rating
Question 5	Our school has taken action on the Michigan State Board of Education Policy on Comprehensive School Health Education.	Adopted policy, but not fully implemented	N/A

	Statement or Question	Response	Rating
Question 6	All teachers who provide health education instruction received annual professional development/continuing education specifically related to health education.	Yes	N/A

School Improvement Plan

Robichaud High School

	Statement or Question	Response	Rating
Question 7	The health education curriculum used in our school is the Michigan Model for Health® Curriculum.	Yes	N/A

	Statement or Question	Response	Rating
Question 8	The health education curriculum used in our school involves student interaction with their families and their community.	Yes	N/A

	Statement or Question	Response	Rating
Question 9	Our school has taken action on the Michigan State Board of Education Policy on Quality Physical Education.	Adopted policy, fully implemented	N/A

	Statement or Question	Response	Rating
Question 10	At our school, physical education teachers annually participate in professional development specific to physical education.	No	N/A

	Statement or Question	Response	Rating
Question 11	Our school uses the Exemplary Physical Education Curriculum (EPEC)	Other curriculum	N/A

	Statement or Question	Response	Rating
Question 12	At least three times during the past 12 months, our school offered programs, activities or events for families about physical activity.	No	N/A

	Statement or Question	Response	Rating
Question 13	Our school offers the following amount of total weekly minutes of physical education throughout the year.	150 minutes or more at elementary level, 225 minutes or more at middle/high level	N/A

	Statement or Question	Response	Rating
Question 14	Our school has taken action on the Michigan State Board of Education Policy on Nutrition Standards.	No action taken	N/A

	Statement or Question	Response	Rating
Question 15	The food service director/manager participated in professional development related to food or nutrition during the past 12 months.	Yes	N/A

School Improvement Plan

Robichaud High School

	Statement or Question	Response	Rating
Question 16	The food service director/manager supports/reinforces in the cafeteria what is taught in health education.	Yes	N/A

	Statement or Question	Response	Rating
Question 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.	Yes	N/A

	Statement or Question	Response	Rating
Question 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.	Yes	N/A

	Statement or Question	Response	Rating
Question 19	Our school has a health services provider or school nurse accessible to students.	No	N/A

	Statement or Question	Response	Rating
Question 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.	Written policy, fully implemented	N/A

	Statement or Question	Response	Rating
Question 21	Our school has a system in place for collecting relevant student medical information.	Yes	N/A

	Statement or Question	Response	Rating
Question 22	Our school has taken action on the Michigan State Board of Education Positive Behavior Support Policy.	Reviewed policy, but not yet adopted	N/A

	Statement or Question	Response	Rating
Question 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.	Yes	N/A

School Improvement Plan

Robichaud High School

	Statement or Question	Response	Rating
Question 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.	Yes	N/A

	Statement or Question	Response	Rating
Question 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.	Yes	N/A

	Statement or Question	Response	Rating
Question 26	During the past 12 months, the school counseling staff identified students who are at risk of being victims or perpetrators of violence.	Yes	N/A

	Statement or Question	Response	Rating
Question 27	Our school's mission statement includes the support of employee health and safety.	Yes	N/A

	Statement or Question	Response	Rating
Question 28	During the past year, our school supported staff participation in health promotion programs by having a budget for staff health promotion.	Yes	N/A

	Statement or Question	Response	Rating
Question 29	During the past year, our school supported staff in healthy eating by providing healthy food choices at staff meetings.	Yes	N/A

	Statement or Question	Response	Rating
Question 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.	Written policy, fully implemented	N/A

	Statement or Question	Response	Rating
Question 31	Our school has a parent education program.	Yes	N/A

School Improvement Plan

Robichaud High School

	Statement or Question	Response	Rating
Question 32	During the past 12 months, our school collected information from parents to help evaluate/improve school health education in our school.	Yes	N/A

	Statement or Question	Response	Rating
Question 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).	Access to some indoor facilities	N/A

Title I Schoolwide Diagnostic

Introduction

This diagnostic tool is aligned to requirements for Title I Schoolwide schools. As described in sections 1111(b)(1), 1114 (b)(1)(A)] and 1309(2) of the Elementary and Secondary Education Act (ESEA), the comprehensive needs assessment (CNA) requirement is met by completing a School Data Analysis (SDA), 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 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. 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

How was the comprehensive needs assessment conducted?

The School Improvement Team conducted the Comprehensive Needs Assessment by collecting and analyzing demographic, program, perception and achievement data. We administer surveys to parents, students and staff to solicit input on the five AdvancED standards. These standards include Purpose and Direction, Governance and Leadership, Teaching and Assessing for Learning, Resources and Support Systems and Using Results for Continuous Improvement. Additionally, regular meetings were held with parents and community partners to prioritize the areas, within our school, in need of focus. The team analyzed, standardized and common assessments, attendance, discipline and parent involvement data to determine the school's needs. The team desegregated the data by subgroups to identify trends within and across the school to make comparisons with other schools in the state.

Title I staff conducted program evaluation to determine frequency of use, level of implementation and effectiveness of programs, process and interventions. Staff input also was solicited during staff and PLC meetings. Staff provided feedback on the following areas: professional development needs, the impact of behavior and attendance on instruction, interventions needed to support students (Rtl), and student achievement gap analysis.

School Improvement was discussed throughout the school year as the team planned for the new school year.

What were the results of the comprehensive needs assessment?

Using the data from the Interim Self Assessment 2012-2013, the results indicate a few focus areas we need to improve upon. Our lowest score, a 1.8, was Standard 5: Using Results for Continuous Improvement. Our second lowest score, a 2.0, was Standard 1: Purpose and Direction. Our next highest score, a 2.33, was Standard 3: Teaching and Assessing for Learning. Our second Highest score, a 2.83, was Standard 2: Governance and Leadership. Our highest score, a 3, was Standard 4: Resources and Support Systems.

What conclusions were drawn from the results?

Based upon a low score of 1.8, our school needs to prioritize Standard 5: Using Results for Continuous Improvement.

What information was concluded as a result of analyzing perception, student achievement, school programs/process, and demographic data?

After reviewing the perception data, student achievement, school, programs and processes, and demographic data, it can be concluded that our school needs to improve processes and procedures to improve student achievement. In addition, we need to look at our demographic data to make sure that we support all students in the school so they can be successful.

How are the school goals connected to priority needs and the needs assessment?

Our school goals are written to address areas of improvement based on our needs assessment and priority needs. They include placing students at the center of the decision making process and emphasize implementing process and procedures to accelerate student learning and achievement.

How do the goals portray a clear and detailed analysis of multiple types of data?

Given the variety of goal aimed at increasing student achievement, Robichaud's goal portray a clear and detailed analysis of multiple types of data by constantly reviewing achievement data, demographic data, program data, and perception data.

How do the goals address the needs of the whole school population and special recognition to children who are disadvantaged?

Robichaud's goals are inclusive of the student population and students who are disadvantaged. Our goal for using results for continuous improvement is based on constantly looking at data during PLC meetings and developed data teams that constantly review student data to continuously improve student outcomes.

Component 2: Schoolwide Reform Strategies

Which strategies in the schoolwide plan focus on helping all students reach the State's standards?

The strategies aimed at helping students reach the State's standards include increasing instructional time, intensive PD, curriculum coherency, and key initiatives to increase achievement.

Which research-based methods and strategies in the schoolwide plan increase the quality and quantity of instruction?

Increasing instructional time throughout each school day with a strategic focus on addressing individual education deficiencies will directly impact each student's academic progress. The creation of Professional Learning Communities, will increase communication among teachers and will help our staff to focus on student data which will support our school's focus on the 5th standard - Using Results for Continuous Improvement.

Which research-based reform strategies in the schoolwide plan align with the findings of the needs assessment?

By creating Professional Learning Communities and data teams, we address the 5th standard - Using Results for Continuous Improvements which was our school's lowest performing area. Additionally, we created a 9th grade success academy and career academies for the upper grade levels.

Which strategies in the schoolwide plan provide an enriched and accelerated curriculum for select students and support progress for all students?

Specific intervention strategies

Which strategies in the schoolwide plan provide a level of interventions for students who need the most instructional support?

Students at Robichaud participate in an extended school day as documented in our school's Redesign Plan. This time is used to help students become successful in their academics. In addition, students receive daily intervention support through the use of differentiated instruction in daily lessons. Teachers will know each student's academic levels based on information from the NWEA MAP assessment. This valuable information will help to drive instruction and provide support and interventions to students.

Component 3: Instruction by Highly Qualified Staff

Do all of the instructional paraprofessionals meet the NCLB requirements for highly qualified? If no, what is the number that is not highly qualified and what is being done to address this?

All paraprofessionals meet the NCLB requirements for highly qualified.

Do all of the teachers meet the NCLB requirements for highly qualified? If no, what is the number that is not highly qualified and what is being done to address this?

All teachers meet the requirements for NCLB's highly qualified status.

Component 4: Strategies to Attract Highly Qualified Teachers

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

There were a total of 9 teachers from '12-'13 that were replaced, resigned, or transferred out of Robichaud from a staff of 25 making the turnover rate 36%

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

Almost all teachers have a Master's degree and a couple of new teachers are currently working on their Master's degree

What are specific initiatives the school has implemented to attract and retain high quality teachers regardless of the turnover rate?

Our school strives to attract and keep the best and brightest candidates who are committed to student achievement. Our school staff will involve teachers in committees, grade team leaders, etc. that provide additional opportunities to become leaders within the school. In addition, teachers academic successes will be recognized and awarded based on student achievement.

What are specific initiatives the district has implemented to attract and retain highly qualified teachers regardless of the turnover rate?

We will host a variety of open houses throughout the year targeted at perspective employees and local universities to discuss and show why our school is an excellent school. In addition, we have a talented Human Resources staff that assists with teachers staying at our school.

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

Our school has implemented a variety of initiatives aimed at reducing the high turnover rate. These include bi weekly meeting aimed at staff involvement, staff celebrations, and taking the time to allow for teachers to personally connect with other teachers to create a cohesive environment during planning times, after work, etc.

Component 5: High Quality and Ongoing Professional Development

What types of professional development has the staff received that is aligned with the comprehensive needs assessment and the goals of the school improvement plan?

Staff were involved in an orientation addressing the needs of the students. We discussed climate & culture as well as academic needs. We have formed committees that each staff member must be a part of aimed at addressing elements of school success.

Describe how this professional development is “sustained and ongoing.”

Our two focus areas this year are enhancing climate & culture and academics. Committees are being formed and the committees address ways to improve these two major areas. All staff members are expected to participate in one committee throughout the year.

Component 6: Strategies to Increase Parental Involvement

How were parents involved in the design of the schoolwide plan?

Parents and staff met frequently last year to be involved in the design of the school wide plan. Parents provided additional insight into ways we could support our students and provided ideas to include in the plan.

How were parents involved in the implementation of the schoolwide plan?

Parents involved in the creation of the plan met with other parents to explain their important role in school success.

How were parents involved in the evaluation of the schoolwide plan?

Parents were involved when evaluating the plan. They took a look at student perception surveys, student attendance, and student scores and then evaluated whether or not our plan met the needs of the students and also they discussed next steps for the school to take.

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)?

Our school does have a Title 1 Parent Involvement Policy. We always encourage parents to participate in the parent sessions.

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

By understanding the requirements, we are able to meet the expectations so that students can succeed. A parental policy is created and parent involvement is an area that we are strengthening this year.

How will the parent involvement component of the schoolwide plan be evaluated?

We look at how many parents are involved throughout the year and assess if we have made gains in student achievement and gains in parental input and support for our school.

How will the results of the evaluation be used to improve the schoolwide program?

Based on the information, we set priorities for the future. Based on our specific data, we need to involve more parents.

How was the school-parent compact developed?

The school improvement team along with the parents develop a compact. This compact is then presented to other parents for feedback. Necessary changes are made and Sec.1118 becomes a guideline that is followed.

How is the parent compact used at elementary-level parent teacher conferences?

Since we are a high school this question does not apply to us.

How the parent is compact shared with middle school or high school parents (depending on the grade span of the school)?

The compact is discussed with parents at parent meetings and we thank parents for their continued support of the school and commitment to student success.

How does the school provide individual student academic assessment results in a language the parents can understand?

Surveys are sent home to parents so we as a school can identify if there are any language barriers. Documents can be created in the parent's primary language.

Component 7: Preschool Transition Strategies

In what ways does the school connect with preschool age children beyond once a year visitation to the kindergarten classroom?

N/A

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?

N/A

Component 8: Teacher Participation in Making Assessment Decisions

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

Committee meetings address these decisions. These decisions must be rooted in best practices and there is a collaborative forum that allows for teacher input and reinforces the commitment of the assessment.

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

We frequently look at data to drive decisions which place the student in the middle of the decision making process. Staff frequently review the data and the staff along with the school improvement team discusses solutions to address the achievement gaps.

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

What is the process to identify students who experience difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level?

Students are given a variety of assessments aligned to the Michigan Merit Curriculum. These assessments along with information from the NWEA MAP assessment will help to develop individual learning plans for students who are experiencing difficulty based on their specific needs.

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?

Students have an extended hour of learning as part of the redesign plan. This additional hour occurs during 2nd hour and is geared towards helping students make academic gains. Teachers are also available before school and after school for tutoring and support.

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

Teachers this year will receive professional development on differentiated instruction and what it can look like in each content area. Teachers will be able to provide academic support to remediate and accelerate learning on an individual basis. Additionally, teachers will become versed in small group instruction.

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

In what ways are the programs are coordinated and integrated toward the achievement of the schoolwide goals?

Many of the programs are identified in our needs assessment and discussed with parents, students, and staff. the school improvement team along with the support of MDE, Wayne RESA, and additional experts will develop programs specific to the needs within our school.

List the State, Federal and local programs that are consolidated/coordinated in the schoolwide program and describe how all programs and resources are coordinated and integrated toward the achievement of the schoolwide goals.

Experts from MDE and Wayne RESA are involved in specific ways to support our school to make the academic gains necessary for our students. Support from specific departments allows for an overarching view of our school and everyone collaboratively addresses specific goals and expected outcomes to increase achievement.

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

The first item to address is the Comprehensive Needs assessment. This will be done with the support of state and local agencies to address deficiencies. Next the School improvement team will meet and discuss specific school-wide reform strategies. At this point, we will use available funding sources through Title I to support our school so we will become successful. High Quality teachers will work with parents and the school improvement team to make sure that achievement is occurring and that state standards drive instruction.

How does the school coordinate and integrate the following Federal, State and local 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.

Through the support of the S3 grant, our school has collected perception data to address violence, nutrition, vocational and technical education and career readiness. Based on this grant, we are able to tailor specific programs to address these major areas. The school improvement team in addition to MDE and Wayne RESA assess the effectiveness of these programs and make necessary changes so that students benefit from these programs.

Evaluation

How does the school evaluate at least annually the implementation of the schoolwide program?

Through the perception data compared to each program's impact on students. One example of this is that we look at school violence data and compare that information to the perception that students have about safety in school. Additionally we measure each program to the goal that it is addressing to measure progress.

How does the school evaluate the results achieved by the schoolwide program using data from the State's annual assessments and other indicators of academic achievement?

We discuss the results during school improvement meetings. We look at areas that the programs were effective in and also look at the shortcomings.

How does the school determine whether the schoolwide program has been effective in increasing the achievement of students who are furthest from achieving the standards?

This is based on the desired outcomes in which we set forth as goals. If the goal was not met, we assess the reasons why and our next steps.

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?

Data is collected throughout the year to assess where we currently are with the implementation of programs as well as their current effectiveness. By setting benchmarks with each goal we can ensure that our trajectory of the goals based on the program are being met. If we are not on target, we can make necessary adjustments to meet the needs. The school improvement team, along with the help and support from the state and local support will make necessary changes so that we reach our intended goals.

Plan for School Improvement Plan

Overview

Plan Name

Plan for School Improvement Plan

Plan Description

Under the guidance of the R & R plan, Robichaud High School will demonstrate proficiency in Mathematics and ELA.

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All Students will become proficient in math	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$4000
2	All Students will become proficient in English and Language Arts	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$4000
3	The number of suspension will be reduced by 50% from the 2012-2013 school year	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$20000

Goal 1: All Students will become proficient in math

Measurable Objective 1:

20% of Eleventh grade students will demonstrate a proficiency math in Mathematics by 04/01/2014 as measured by Student taking the MME for the 2013-2014 school year will demonstrate that atleast 20% of the students taking the assessment will be proficient..

Strategy 1:

Students will be tested using the NWEA MAP Assessment - All students in the high school will take the NWEA MAP Assessment. The results of this assessment will inform our teachers of the different levels of skills within each class. This information will allow our teachers to better educate our students in math based on the different levels.

Research Cited: NWEA MAP Assessment has had success in many states across the country in identifying students academic levels and allowing teachers to be more strategic in educating all students.

Strategy Tier:

Activity - Differentiated Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
During each lesson All Math teachers in the high school will be able to use the data from the NWEA MAP assessment to differentiate instruction based on each student's specific needs. Staff will be provided with Professional Development on Differentiated instruction and how to create Small Groups to address academic needs	Academic Support Program			09/03/2013	06/30/2014	\$4000	Title II Part A	Professional Trainers, subs, Materials

Goal 2: All Students will become proficient in English and Language Arts

Measurable Objective 1:

29% of Eleventh grade students will demonstrate a proficiency on the MME assessment based on the percentage of testers in English Language Arts by 04/01/2014 as measured by students who take the MME Assessment will score a minimum of 29% proficiency.

Strategy 1:

NWEA MAP Assessment - All students will take the NWEA MAP Assessment. Teachers will have access to the results of how each student performs on the assessment and each teacher will use this information to drive instruction. Teachers will understand each student's strength and weaknesses.

Research Cited: The NWEA MAP Assessment has been an effective tool used nation-wide to identify student strength and weaknesses and identifies levels suited to

School Improvement Plan

Robichaud High School

allow for more differentiated instruction in the classroom.

Strategy Tier:

Activity - Differentiated Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers, after receiving professional development on differentiated instruction will be equipped to support all skill levels in a classroom. They will be able to support each student in the class.	Academic Support Program			09/03/2013	06/30/2014	\$4000	Title II Part A	Principal, math interventions recommended from Wayne RESA, math coaches, Mosica consulting

Goal 3: The number of suspension will be reduced by 50% from the 2012-2013 school year

Measurable Objective 1:

collaborate to reduce the number of suspensions in school by 50 % using multiple sources of interventions by 06/30/2014 as measured by The frequency of suspensions is cut in half from the previous school year.

Strategy 1:

Community building circles - Students will work collaboratively in a class 1 time per week to discuss topics on improving social and emotional skills.

Community Circles that can potentially infuse a sense of respect, trust, compassion, responsibility, cooperation and connectedness into the school culture. Defined as a form of authentic dialogue, the Community Circles process offers participants the opportunity to share thoughts, feelings, insights and concerns, and to deeply listen to others without judgment, in a supportive atmosphere. It is a tool for building and strengthening relationships between all members of a school community, by breaking through barriers of mistrust, bias, fear, and indifference.

Research Cited: Circles are about practicing a new way to be in the world. They are about incrementally shifting habits and practicing to be in a different way with one another and ourselves. Circles develop skills at participation, consensus, shared leadership, and problem solving, all of which are...essential tools for genuine democracy and social justice....They help us see ourselves as part of a connected whole.*

* CYD Journal, Vol. 2, No. 4, Fall 2001

Strategy Tier:

School Improvement Plan

Robichaud High School

Activity - Weekly Community Building circles	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
On a weekly basis, students in the 2nd hour will participate in one weekly circle aimed at addressing social and emotional levels of learning in a school aimed at breaking down barriers and building a cohesive community built on trust and respect.	Behavioral Support Program			09/03/2013	06/30/2014	\$20000	Section 31a	Principal, S3 coordinator, teaching staff, Wayne Mediation and Wayne mediation coaches specific to our school

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Differentiated Instruction	During each lesson All Math teachers in the high school will be able to use the data from the NWEA MAP assessment to differentiate instruction based on each student's specific needs. Staff will be provided with Professional Development on Differentiated instruction and how to create Small Groups to address academic needs	Academic Support Program			09/03/2013	06/30/2014	\$4000	Professional Trainers, subs, Materials
Differentiated Instruction	Teachers, after receiving professional development on differentiated instruction will be equipped to support all skill levels in a classroom. They will be able to support each student in the class.	Academic Support Program			09/03/2013	06/30/2014	\$4000	Principal, math interventions recommended from Wayne RESA, math coaches, Mosica consulting

Section 31a

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

Robichaud High School

Weekly Community Building circles	On a weekly basis, students in the 2nd hour will participate in one weekly circle aimed at addressing social and emotional levels of learning in a school aimed at breaking down barriers and building a cohesive community built on trust and respect.	Behavioral Support Program			09/03/2013	06/30/2014	\$20000	Principal, S3 coordinator, teaching staff, Wayne Mediation and Wayne mediation coaches specific to our school
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