

School Improvement Plan

Title I - Schoolwide

School Year: 2011 - 2012

School District: River Rouge School District

ISD/RESA: Wayne RESA

School Name: River Rouge High School

Grades Served: 9,10,11,12

Principal: Mr. Nick Edwards, Jr.

Building Code: 03208

District Approval of Plan:

Authorized Official Signature and Date

Board of Education Approval of Plan:

Authorized Official Signature and Date

School Improvement Plan

Contents

Introduction	3
School Information	4
Vision, Mission and Beliefs	5
Goals	6
Goal 1: ELA Proficiency	6
Goal 2: Math Proficiency	16
Goal 3: Preparing students for 21st century skills	24
Resource Profile	35
Additional Requirements	36
Assurances	46
Stakeholders	52
Statement of Non-Discrimination	53
Supporting Documentation	53

Introduction

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

School Information

School:	River Rouge High School
District:	River Rouge School District
Public/Non-Public:	Public
Grades:	9,10,11,12
School Code Number:	03208
City:	River Rouge
State/Province:	Michigan
Country:	United States

Vision, Mission and Beliefs

Vision Statement

River Rouge New Tech Academy hopes to become a facility where students will acquire the knowledge, skills, and values necessary for success in the 21st century.

Mission Statement

The mission of River Rouge New Tech Academy in partnership with the home and community, is to provide our students with opportunities to become productive, caring members of a changing society through self-discipline, the acquisition of specific workplace ready skills, and life-long learning.

Beliefs Statement

- 1.Children come first.
- 2.Educating each student is the responsibility of everyone.
- 3.Parents are our partners.
- 4.Classroom time is sacred.
- 5.Leadership and accountability are the keys to our success.
- 6.It takes the entire community to ensure the success of its public schools.
- 7.Trust, respect and responsibility are the pillars of our institution.

Goals

Name	Development Status	Progress Status
ELA Proficiency	Complete	Open
Math Proficiency	Complete	Open
Preparing students for 21st century skills	Complete	Open

Goal 1: ELA Proficiency

Content Area: English Language Arts

Development Status: Complete

Student Goal Statement: All students will be proficient in reading and writing.

Gap Statement: 21% of our students were proficient in the reading and 6% in the writing portion of the MME test compared to state averages. There was no gap for SES

Cause for Gap: General Education curriculum needs to be aligned. Middle school curriculum is not aligned with the high school curriculum. Lack of access to data for transitioning ninth graders. Poor monitoring of student achievement between grade levels. Student apathy. Poor attendance. Poor reading and below level reading skills cause problems in all content areas including ELA. Poor student engagement in relevant learning experiences. Interrupted class time. Poor time management and test taking skills.

Multiple measures/sources of data you used to identify this gap in student achievement: MEAP/MME/ACT Test Scores
Plan Test Scores
Kaplan Test Prep Activities
Zangle Attendance Program

What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal? Proficiency on the MME/MEAP/ACT.
Proficiency on ELA common assessments.

Contact Name: Nick Edwards

List of Objectives:

Name	Objective
Increase ELA proficiency for all students and student groups.	Student achievement on the MME will increase by at least 20% by 2012. Student achievement on common assessments will increase by at least 20% by 2012.

1.1. Objective: Increase ELA proficiency for all students and student groups.

Measurable Objective Statement to Support Goal: Student achievement on the MME will increase by at least 20% by 2012. Student achievement on common assessments will increase by at least 20% by 2012.

List of Strategies:

Name	Strategy
Evidence and Research Based Instructional Strategies	Staff will utilize and provide modeling of research based instructional strategies.
Focus Field Trips	Staff will lead students and facilitate learning through Focus Field Trips which will support project based learning activities.
Interventions: ELA	Staff will utilize tutorial, assessment, and remediation programs for all students at all grade levels.
Professional Development	Staff will participate in Professional Development activities designed to improve student achievement

1.1.1. Strategy: Evidence and Research Based Instructional Strategies

Strategy Statement: Staff will utilize and provide modeling of research based instructional strategies.

Selected Target Areas

2.5 Fosters a learning community
3.3 Gathers, analyzes, and uses data and research in making curricular and instructional choices
3.4 Designs and uses instructional strategies, innovations, and activities that are research-based and reflective of best practice
3.8 Implements interventions to help students meet expectations for student learning

Other Required Information for Strategy

Marzano R. (2003). What Works in Schools: Translating Research into Action. Alexandria, VA: Association for Supervision and Curriculum Development.

Marzano R. Classroom instruction that works: research-based strategies for increasing student achievement.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Instructional Learning Cycle	2011-08-31	2012-06-05	School Improvement Team and ELA staff.
Professional Reading Series	2011-09-13	2012-06-05	Principal and School Improvement Team.

1.1.1.1. Activity: Instructional Learning Cycle

Activity Type: Professional Development

Activity Description: Staff will implement an instructional learning cycle centered on improving literacy.

Planned staff responsible for implementing activity: School Improvement Team and ELA staff.

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-08-31, End Date - 2012-06-05

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Materials	Other	500.00	

1.1.1.2. Activity: Professional Reading Series

Activity Type: Professional Development

Activity Description: Staff will participate in a professional reading book study in order to identify and reflect on best practices.

Planned staff responsible for implementing activity: Principal and School Improvement Team.

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-13, End Date - 2012-06-05

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Materials	Other	400.00	

1.1.2. Strategy: Focus Field Trips

Strategy Statement: Staff will lead students and facilitate learning through Focus Field Trips which will support project based learning activities.

Selected Target Areas

3.2 Promotes active involvement of students in the learning process, including opportunities for them to explore application of higher-order thinking skills and investigate new approaches to applying their learning
3.4 Supports instruction that is research-based and reflective of best practice
3.8 Supports the implementation of interventions to help students meet expectations for student learning
6.1 Fosters collaboration with community stakeholders to support student learning

Other Required Information for Strategy

PBL Research Summary: Studies Validate Project Based Learning. Edutopia.
<http://www.edutopia.org/project-based-learning-research>

Buck Institute for Education: Project Based Learning for the 21st Century

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Focus ELA Field Trips	2011-09-07	2012-06-17	Select ELA staff

1.1.2.1. Activity: Focus ELA Field Trips

Activity Description: ELA staff will organize, facilitate and lead students on Focus Field Trips to support project based learning activities.

Planned staff responsible for implementing activity: Select ELA staff

Actual staff responsible for implementing activity: All New Tech Teachers

Planned Timeline: Begin Date - 2011-09-07, End Date - 2012-06-17

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Field Trip	Other	3,300.00	0.00

1.1.3. Strategy: Interventions: ELA

Strategy Statement: Staff will utilize tutorial, assessment, and remediation programs for all students at all grade levels.

Selected Target Areas

3.2 Promotes active involvement of students in the learning process, including opportunities for them to explore application of higher-order thinking skills and investigate new approaches to applying their learning
3.8 Implements interventions to help students meet expectations for student learning
4.3 Uses student assessment data for making decisions for continuous improvement of teaching and learning processes
7.6 Evaluates and documents the effectiveness and impact of its continuous process of improvement

Other Required Information for Strategy

Improving the reading and language skills of high school striving readers and English Language Learners: A Study of the Effectiveness of Hampton-Brown Edge 2007-2008
<http://www.ngsp.com/Portals/0/downloads/SLL13-0420A.pdf>

Hyerle, David. Students Successes with Thinking Maps. Corwin Press. Thousand Oaks, CA 2004.

STUDENTS USING NATIONAL GEOGRAPHIC SCHOOL PUBLISHING / HAMPTON BROWN 'EDGE' PROGRAM MAKE SIGNIFICANT GAINS IN READING AND LANGUAGE, STUDY FINDS WASHINGTON (Feb. 10, 2009)?"
<http://www.ngsp.com/tabid/866/Default.aspx>

Zemelman, S., Daniels, H. & Hyde. A. Best Practice. Heinemann. Portsmouth, NH. 2005
 Daniels, H. & Bizer, M. Teaching the Best Practice Way. Stenhouse Publishers. Portland, ME. 2005
 Marzano, R.J., Pickering, D.J. & Pollack, J.E. Classroom Instruction that Works. ASCD. Alexandria, VA. 2001

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Kaplan Test Prep and ACT assessments (Plan and Explore)	2011-09-06	2012-06-15	Selected ELA teachers and Kaplan service providers.

Macomb Units	2011-09-06	2012-06-15	ELA Staff
Online Credit Recovery and Remediation Program	2011-09-07	2012-06-17	Selected staff members from ELA department.
Performance Based Incentives	2011-09-06	2012-06-17	All staff
Reading/Language Arts Intervention Programs	2011-09-07	2012-06-17	Title 1 Reading Support Teacher and select ELA staff.
Thinking Maps	2011-09-01	2012-06-15	ELA staff
WorkKeys/Key Train	2011-09-06	2012-06-15	ELA teachers and staff.

1.1.3.1. Activity: Kaplan Test Prep and ACT assessments (Plan and Explore)

Activity Description: Staff will utilize Kaplan test prep program in all 10th and 11th grade ELA classes and ACT assessments (Plan and Explore tests) in 9th and 10th grade classes.

Planned staff responsible for implementing activity: Selected ELA teachers and Kaplan service providers.

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-06, End Date - 2012-06-15

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Materials	Other	5,000.00	0.00

1.1.3.2. Activity: Macomb Units

Activity Description: Staff will utilize the Macomb ELA Units at all grade levels.

Planned staff responsible for implementing activity: ELA Staff

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-06, End Date - 2012-06-15

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
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1.1.3.3. Activity: Online Credit Recovery and Remediation Program

Activity Description: The staff will continue utilizing a computer-based credit recovery/remediation program.

Planned staff responsible for implementing activity: Selected staff members from ELA department.

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-07, End Date - 2012-06-17

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Seat Licenses	Title I Part A	35,800.00	0.00

1.1.3.4. Activity: Performance Based Incentives

Activity Description: Teachers receive a bonus for increasing student achievement.

Planned staff responsible for implementing activity: All staff

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-06, End Date - 2012-06-17

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Performance Based Incentives	Other	23,760.00	

1.1.3.5. Activity: Reading/Language Arts Intervention Programs

Activity Description: Staff will support students who lack English proficiency skills to meet the graduation requirements through the use of reading/language arts intervention programs and the FlexTrac program.

Planned staff responsible for implementing activity: Title 1 Reading Support Teacher and select ELA staff.

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-07, End Date - 2012-06-17

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Materials and Staff	Other	25,000.00	0.00
Staff and Programs	Other	107,854.00	

1.1.3.6. Activity: Thinking Maps

Activity Description: Staff will utilize Thinking Maps in all ELA courses. Staff will receive additional training during the fall.

Planned staff responsible for implementing activity: ELA staff

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-01, End Date - 2012-06-15

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Professional Development	General Funds	0.00	0.00

1.1.3.7. Activity: WorkKeys/Key Train

Activity Description: Staff will implement a Career Readiness and Test Prep Program emphasizing Reading for Information and Locating Information in for the workplace.

Planned staff responsible for implementing activity: ELA teachers and staff.

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-06, End Date - 2012-06-15

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Materials	Other	5,000.00	0.00

1.1.4. Strategy: Professional Development

Strategy Statement: Staff will participate in Professional Development activities designed to improve student achievement

Selected Target Areas

2.5 Fosters a learning community
3.11 Ensures that all students and staff members have regular and ready access to instructional technology and a comprehensive materials collection that supports the curricular and instructional program
5.3 Ensures that all staff participate in a continuous program of professional development
7.4 Provides professional development for school personnel to help them implement improvement interventions to achieve improvement goals

Other Required Information for Strategy

Critical Issue: Realizing New Learning for All Students Through Professional Development. Linda Darling-Hummond, North Central Regional Educational Library

Providing P.D. for Effective Technology Use. Joellen Killion, North Central Regional Educational Library

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
ACT Reading	2011-09-26	2012-02-06	Select ELA staff members
Creating and Using Balanced Assessments	2011-09-07	2012-06-17	School Improvement Team and Principal
ELA Common Core for High School	2011-09-06	2012-02-10	Five ELA teachers
Using Technology to Support Literacy	2011-09-	2012-06-	Three ELA teachers

	12	15	
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1.1.4.1. Activity: ACT Reading

Activity Type: Professional Development

Activity Description: Staff will attend an inservice at Wayne Resa to learn to teach reading techniques to aid students with the reading portion of the ACT.

Planned staff responsible for implementing activity: Select ELA staff members

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-26, End Date - 2012-02-06

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
ACT Reading Inservice	Other	300.00	

1.1.4.2. Activity: Creating and Using Balanced Assessments

Activity Description: Staff will participate in professional development in creating and utilizing common assessments in conjunction with Class A assessment program and collect data by purchasing and using a ScanTron machine.

Planned staff responsible for implementing activity: School Improvement Team and Principal

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-07, End Date - 2012-06-17

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Materials	Other	10,000.00	
professional development	Other	20,000.00	0.00

1.1.4.3. Activity: ELA Common Core for High School

Activity Description: Select ELA staff will participate in professional development aimed at instruction based on the common core standards in ELA.

Planned staff responsible for implementing activity: Five ELA teachers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-06, End Date - 2012-02-10

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Staff Development	Other	150.00	0.00

1.1.4.4. Activity: Using Technology to Support Literacy

Activity Description: Select ELA teachers will participate in Using Technology to Support Literacy professional development.

Planned staff responsible for implementing activity: Three ELA teachers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-12, End Date - 2012-06-15

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Staff Development	Other	1,350.00	0.00

Goal 2: Math Proficiency

Content Area: Math

Development Status: Complete

Student Goal Statement: All students will be proficient in mathematics

Gap Statement: There are approximately 5% of the students proficient on the mathematics portion of the MME compared to the state average. There is no gap that is evident for SES.

Cause for Gap: General Ed curriculum needs to be aligned.

Pre Algebra curriculum is not aligned with the high school mathematics curriculum.

Lack of access to data for transitioning 9th graders.

Poor monitoring of students achievement between grade levels.

Student apathy.

Poor basic math skills cause problems in algebra and geometry.

Poor student engagement in relevant learning experiences.

Poor attendance is an issue.

Multiple measures/sources of data you used to identify this gap in student achievement: Carnegie assessments

MME, MEAP, Explore and PLAN Tests

Kaplan Test Prep Activities

Zangle Attendance Program

What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal? Proficiency in math on the MME.

Proficiency in math on the common assessments

Contact Name: Nick Edwards

List of Objectives:

Name	Objective
Increase math proficiency for all students	Student achievement on the MME will increase by at least 20% by 2012. Student achievement on common assessments will increase by at least 20%.

2.1. Objective: Increase math proficiency for all students

Measurable Objective Statement to Support Goal: Student achievement on the MME will increase by at least 20% by 2012.

Student achievement on common assessments will increase by at least 20%.

List of Strategies:

Name	Strategy
Evidence and Research Based Instructional Strategies	Staff will utilize and provide modeling of research/evidence based instructional strategies.
Interventions Math	Tutorial and remediation programs will be integrated into the math curriculum.

Professional Development	Staff will participate in professional development activities designed to increase student achievement.
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2.1.1. Strategy: Evidence and Research Based Instructional Strategies

Strategy Statement: Staff will utilize and provide modeling of research/evidence based instructional strategies.

Selected Target Areas

2.5 Fosters a learning community
3.3 Gathers, analyzes, and uses data and research in making curricular and instructional choices
3.4 Designs and uses instructional strategies, innovations, and activities that are research-based and reflective of best practice
3.8 Implements interventions to help students meet expectations for student learning

Other Required Information for Strategy

Marzano R. (2003). What Works in Schools: Translating Research into Action. Alexandria, VA: Association for Supervision and Curriculum Development.

Marzano R. Classroom instruction that works: research-based strategies for increasing student achievement.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Instructional Learning Cycle	2011-09-07	2012-05-30	All Math staff.
Professional Reading Series	2011-09-07	2012-05-30	Principal and School Improvement Team

2.1.1.1. Activity: Instructional Learning Cycle

Activity Type: Professional Development

Activity Description: Staff will implement an instructional learning cycle centered on improving math competencies.

Planned staff responsible for implementing activity: All Math staff.

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-07, End Date - 2012-05-30

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Materials	Other	500.00	

2.1.1.2. Activity: Professional Reading Series

Activity Type: Professional Development

Activity Description: Staff will implement and participate in a professional development reading book study in order to identify and reflect on best practices.

Planned staff responsible for implementing activity: Principal and School Improvement Team

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-07, End Date - 2012-05-30

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Materials	Other	400.00	

2.1.2. Strategy: Interventions Math

Strategy Statement: Tutorial and remediation programs will be integrated into the math curriculum.

Selected Target Areas

3.2 Promotes active involvement of students in the learning process, including opportunities for them to explore application of higher-order thinking skills and investigate new approaches to applying their learning
3.8 Implements interventions to help students meet expectations for student learning
4.3 Uses student assessment data for making decisions for continuous improvement of teaching and learning processes
7.6 Evaluates and documents the effectiveness and impact of its continuous process of improvement

Other Required Information for Strategy

Cognitive Tutor: Applied Research in Mathematics, Psychonomic Bulletin and Review, 2007, Steven Ritter
 Carnegie Learning Cognitive Tutor: Summaries, Research, Results, Kenneth Koedinger
 Application of Tutoring Systems in Specialized Subject Areas: An Analysis of Skills, Methodologies, and
 Results. Timothy Heron, Remedial and Special Education 2003.
 Zemelman, S. Daniels, H. & Hyde. A. Best Practice. Heinemann. Portsmouth, NH. 2005.
 Daniels, H. & Bizar, M. Teaching the Best Practice Way. Stenhouse Publishers. Portland ME. 2005.
 Marzano, R.J., Pickering, D.J. & Pollack, J.E. Classroom Instruction that Works. ASCD. Alexandria,
 VA.2001

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Kaplan Test Prep	2011-09-07	2012-06-15	All 11 grade math teachers.
Math Intervention Program	2011-09-06	2012-06-17	Title I Math RTI teacher.
On-line remediation and credit recovery	2011-09-07	2012-06-17	Selected staff from various departments.
Performance Based Incentives	2011-09-06	2012-06-17	All staff.
WorkKeys/Key Train	2011-09-07	2012-06-15	Selected English teachers. Title 1 Math teacher

2.1.2.1. Activity: Kaplan Test Prep

Activity Description: Staff will utilize the Kaplan Test Prep Program in all 11th grade Math classes.

Planned staff responsible for implementing activity: All 11 grade math teachers.

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-07, End Date - 2012-06-15

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Materials/support	Other	5,000.00	0.00

2.1.2.2. Activity: Math Intervention Program

Activity Description: Math RTI support coach will support students who lack math proficiency skills to meet graduation requirements through the FlexTrac Program.

Planned staff responsible for implementing activity: Title I Math RTI teacher.

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-06, End Date - 2012-06-17

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Staff and Programs	Other	111,667.00	

2.1.2.3. Activity: On-line remediation and credit recovery

Activity Description: The math department will continue utilizing a computer based credit recovery/remediation program.

Planned staff responsible for implementing activity: Selected staff from various departments.

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-07, End Date - 2012-06-17

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
seat licenses	Other	35,800.00	0.00

2.1.2.4. Activity: Performance Based Incentives

Activity Description: Teachers receive a bonus for increasing student achievement.

Planned staff responsible for implementing activity: All staff.

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-06, End Date - 2012-06-17

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Performance Based Incentives	Other	23,760.00	

2.1.2.5. Activity: WorkKeys/Key Train

Activity Description: Staff will implement the career readiness and test prep program emphasizing applied mathematics and workplace skills.

Planned staff responsible for implementing activity: Selected English teachers.
Title 1 Math teacher

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-07, End Date - 2012-06-15

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
materials	Other	10,000.00	0.00

2.1.3. Strategy: Professional Development

Strategy Statement: Staff will participate in professional development activities designed to increase student achievement.

Selected Target Areas

2.5 Fosters a learning community
3.11 Ensures that all students and staff members have regular and ready access to instructional technology and a comprehensive materials collection that supports the curricular and instructional program
5.10 Provides appropriate support for students with special needs
5.3 Ensures that all staff participate in a continuous program of professional development
7.4 Provides professional development for school personnel to help them implement improvement interventions to achieve improvement goals

Other Required Information for Strategy

Realizing New Learning for All Students Through Professional Development, Linda Darling-Hammond, North Central Regional Educational Library
 Providing Professional Development for Effective Technology Use, Joellen Killion, North Central Regional Educational Library

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Integration of Graphing Calculators and Other Technology in Mathematics	2011-10-19	2012-02-18	All high school math teachers.
Problem Based Mathematics	2011-09-07	2012-06-15	All math teachers.

2.1.3.1. Activity: Integration of Graphing Calculators and Other Technology in Mathematics

Activity Type: Professional Development

Activity Description: Math teachers will learn how to effectively integrate technology in the classroom through the usage of graphing calculators and online resources.

Planned staff responsible for implementing activity: All high school math teachers.

Actual staff responsible for implementing activity: Coaches and staff proficient at using said technologies.

Planned Timeline: Begin Date - 2011-10-19, End Date - 2012-02-18

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Materials and Resources	Other	5,000.00	
subs, Wayne County RESA	Other	800.00	0.00

2.1.3.2. Activity: Problem Based Mathematics

Activity Type: Professional Development

Activity Description: Math teachers will all undergo training on problem based mathematical instructional strategies to align with the state curriculum and the New Tech model of instruction.

Planned staff responsible for implementing activity: All math teachers.

Actual staff responsible for implementing activity: New Tech math coaches.

Planned Timeline: Begin Date - 2011-09-07, End Date - 2012-06-15

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Wayne RESA	Other	800.00	0.00

Goal 3: Preparing students for 21st century skills

Content Area: Career and Employability Skills

Development Status: Complete

Student Goal Statement: All students will develop career and employability skills necessary for success in the 21st century.

Gap Statement: 21% of our students were proficient on the ELA portion of the MME test compared to the state average. There was no gap for SES.

5% of our students were proficient on the Math portion of the MME test compared to the state average. There was no gap for SES.

Cause for Gap: School is moving toward implementing New Tech schools philosophy in every classroom. New Tech 21st Century Learning Outcomes will be assessed in every classroom. School-wide employability skills assessment will be administered to all students at the beginning, middle and end of the school year to assess 21st Century Learning skills. Assessments will be instructor generated and will be based on 21st Century rubrics used in each classroom. General education needs to be aligned. Middle school curriculum is not aligned with the high school curriculum. Lack of access to data for transitioning ninth graders. Poor monitoring of students achievement between grade levels. Student apathy. Poor reading and below level reading skills cause problems in all academic areas. Poor student engagement in relevant learning experiences. Interrupted classtime. Poor time management and test taking skills. Poor attendance is a problem.

Multiple measures/sources of data you used to identify this gap in student achievement: MME/ACT/MEAP test scores

Plan/Explore test scores

Kaplan test prep activities

Zangle Attendance Program

What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal? Proficiency on MME/MEAP/ACT

Proficiency on 21st Century Learning Skills Assessment

Successful completion of project-based learning activities

Contact Name: Nick Edwards

List of Objectives:

Name	Objective
Increase career and employability for all student s.	EIA improvement on MME 20% Math improvement on MME 20% Common assessment improvement 20%
Parental Involvement	Increase parental involvement by 20%

3.1. Objective: Increase career and employability for all student s.

Measurable Objective Statement to Support Goal: EIA improvement on MME 20%

Math improvement on MME 20%

Common assessment improvement 20%

List of Strategies:

Name	Strategy
Project Based Learning	Staff will implement project based learning following New Tech Network guidelines.

3.1.1. Strategy: Project Based Learning

Strategy Statement: Staff will implement project based learning following New Tech Network guidelines.

Selected Target Areas

2.9 Creates and supports collaborative networks of stakeholders to support system programs
3.1 Develops and implements curriculum based on clearly defined expectations for student learning
3.11 Ensures that all students and staff members have regular and ready access to instructional technology and a comprehensive materials collection that supports the curricular and instructional program
3.2 Establishes expectations and supports student engagement in the learning process, including opportunities for students to explore application of higher order thinking skills and investigate new approaches to applying their learning
3.4 Designs and uses instructional strategies, innovations, and activities that are research-based and reflective of best practice

Other Required Information for Strategy

Walker, Andrew and Leary, Heather (2008) "A Problem Based Learning Meta Analysis" Interdisciplinary Journal of Problem based Learning: Vol. 3: Article 3.
 Stobel, Johannes and Van Barneveld, Angela (2008) "When is PBL More Effective?" Interdisciplinary Journal of Problem based Learning: Vol. 3, Iss. 1, Article 4.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Academic achievement and PBS celebrations	2011-09-06	2012-06-17	Principal, Graduation coach, Academic Intervention Dean, select staff
Academic Fidelity and Integrity Program (FlexTrac)	2011-09-06	2012-06-17	Title I Social Studies RTI Support Coach, Title I Science RTI Support Coach, Title I RTI Support Coach, Title I ELA RTI Support Coach
Extended School Day Learning Opportunities	2011-09-06	2012-06-17	All staff.
Extended Time and/or Opportunity Interventions	2011-09-07	2012-06-15	Tutors/Mentors/Dean
Focus Field Trips	2011-09-07	2012-06-15	New Tech Staff
New Tech High Initiative	2011-09-06	2012-06-17	All staff
New Tech Support Staff and Programs	2011-09-07	2012-06-17	Graduation Coach, Academic Intervention Dean, and City Year AmeriCorps Personnel
Planning and organizational tools	2011-09-08	2012-06-15	Ninth through twelthe grade teachers
Professional Development	2011-09-07	2012-06-15	Selected Staff
Project Based Learning Materials	2011-09-06	2012-06-17	All staff
Technology	2011-09-07	2012-06-15	IT Network Administrator and students

3.1.1.1. Activity: Academic achievement and PBS celebrations

Activity Description: Students and staff recognize academic and behavioral achievement that supports 21st Century Employability Skills through celebrations and reward systems.

Planned staff responsible for implementing activity: Principal, Graduation coach, Academic Intervention Dean, select staff

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-06, End Date - 2012-06-17

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Supplies and Resources	Title I Part A	2,000.00	

3.1.1.2. Activity: Academic Fidelity and Integrity Program (FlexTrac)

Activity Description: Students in need of both academic and behavioral support beyond the project based learning scope are identified for FlexTrac to maintain academic fidelity and integrity. Staff will operate with smaller class sizes, increased outside support and flexible scheduling. Students will have opportunity to reenter regular project based learning community with improved performance.

Planned staff responsible for implementing activity: Title I Social Studies RTI Support Coach, Title I Science RTI Support Coach, Title I RTI Support Coach, Title I ELA RTI Support Coach

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-06, End Date - 2012-06-17

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Staff and Programs	Other	223,334.00	

3.1.1.3. Activity: Extended School Day Learning Opportunities

Activity Description: Teachers will provide extended learning time outside of class to increase achievement.

Planned staff responsible for implementing activity: All staff.

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-06, End Date - 2012-06-17

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Staff and Programs	Other	72,230.00	

3.1.1.4. Activity: Extended Time and/or Opportunity Interventions

Activity Description: Dual Enrollment Dean and Tutor/Mentors will provide and support extended time and extended opportunity interventions including Michigan Virtual, Community College, other technology based programs.

Tutor/Mentor - Supports Community College Program/Students

Technology Tutor - Supports Technology Lab use

Dual Enrollment Dean - Supports and manages data bases for Michigan Virtual, E2020, WorkKeys and Key Train and Community college courses

Online Program/Courses

Planned staff responsible for implementing activity: Tutors/Mentors/Dean

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-07, End Date - 2012-06-15

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
staff and programs	Other	163,725.00	0.00
Staff and Programs	Title I Part A	116,437.00	

3.1.1.5. Activity: Focus Field Trips

Activity Description: New Tech staff will organize, facilitate and lead students on focus field trips to support project based activities.

Planned staff responsible for implementing activity: New Tech Staff

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-07, End Date - 2012-06-15

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Field Trip	Title I Part A	7,700.00	0.00

3.1.1.6. Activity: New Tech High Initiative

Activity Description: Staff and students will implement the New Tech model in all classes.

Planned staff responsible for implementing activity: All staff

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-06, End Date - 2012-06-17

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Program Fee	Other	136,467.00	

3.1.1.7. Activity: New Tech Support Staff and Programs

Activity Description: Administrative, Instructional and Technology Personnel will provide support services for the activities and operations of the New Tech School. Student Success Plans will be created by these personnel.

*Graduation Coach

*Academic Intervention Dean

*City Year AmeriCorps Personnel

Planned staff responsible for implementing activity: Graduation Coach, Academic Intervention Dean, and City Year AmeriCorps Personnel

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-07, End Date - 2012-06-17

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
New Tech Support Staff and Programs	Other	351,171.00	0.00

3.1.1.8. Activity: Planning and organizational tools

Activity Description: Staff will utilize the PeBL learning management system. Students will use daily planners.

Planned staff responsible for implementing activity: Ninth through twelthe grade teachers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-08, End Date - 2012-06-15

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Planners	Other	6,500.00	0.00

3.1.1.9. Activity: Professional Development

Activity Description: Staff will participate in professional development in support of the New Tech model. Activities include administrative academies, teacher leader training (Galileo), and training to support the New Tech Model.

Planned staff responsible for implementing activity: Selected Staff

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-07, End Date - 2012-06-15

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
professional development	Other	26,950.00	0.00

3.1.1.10. Activity: Project Based Learning Materials

Activity Description: Staff and students will utilize multiple project based learning materials to enhance academic achievement.

Planned staff responsible for implementing activity: All staff

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-06, End Date - 2012-06-17

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Materials and resources	Other	20,000.00	

3.1.1.11. Activity: Technology

Activity Description: Staff and students will utilize technology to enhance project based learning activities. Technology to include:

1:1 Student computer ratio compliance
IT Network Administrator

Planned staff responsible for implementing activity: IT Network Administrator and students

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-07, End Date - 2012-06-15

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Technology	Title I Part A	42,000.00	0.00
Technology	Other	414,383.00	

3.2. Objective: Parental Involvement

Measurable Objective Statement to Support Goal: Increase parental involvement by 20%

List of Strategies:

Name	Strategy
Interventions: Parental Involvement	Staff will organize workshops, recognition activities, and other programs to increase parental involvement

3.2.1. Strategy: Interventions: Parental Involvement

Strategy Statement: Staff will organize workshops, recognition activities, and other programs to increase parental involvement

Selected Target Areas

2.11 Provides internal and external stakeholders meaningful roles in the decision-making process that promote a culture of participation, responsibility, and ownership
2.9 Responds to community expectations and stakeholder satisfaction
2.9 Creates and supports collaborative networks of stakeholders to support system programs
6.1 Fosters collaboration with community stakeholders to support student learning

Other Required Information for Strategy

Parental involvement in Education- Research on Parental Involvement. State University.com
<http://education.stateuniversity.com>

Epstein, Joyce, 1995. "School/Family/Community Partnerships: Caring for the Children we Share."
 Phi Delta Kappan 76:701-712

Lareau, Annette. 1989. Home Advantage. London: Falmer Press

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Parent Room Facilitator	2011-09-07	2012-06-17	Parent Resource Room facilitator.
Transportation	2011-09-07	2012-06-15	Jan Meeks
Workshops and recognition activities	2011-09-07	2012-06-15	Parent room facilitator and selected teaching staff.

3.2.1.1. Activity: Parent Room Facilitator

Activity Description: Parent room facilitator will coordinate parental involvement activities and maintain parent resource room.

Planned staff responsible for implementing activity: Parent Resource Room facilitator.

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-07, End Date - 2012-06-17

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Salary and benefits	Title I Part A	23,085.00	0.00

3.2.1.2. Activity: Transportation

Activity Description: Transportation will be provided for homeless and out-of-district students.

Planned staff responsible for implementing activity: Jan Meeks

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-07, End Date - 2012-06-15

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Transportation	Title I Part A	5,000.00	0.00

3.2.1.3. Activity: Workshops and recognition activities

Activity Description: Parent room facilitator and selected staff will organize and conduct parent workshops and student activities.

Planned staff responsible for implementing activity: Parent room facilitator and selected teaching staff.

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-07, End Date - 2012-06-15

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Parental Involvement Initiatives	Other	10,000.00	
workshops and recognition programs	Title I Part A	1,500.00	0.00

Resource Profile

Funding Source	Planned Amount	Actual Amount
Title I Part A	\$233,522.00	\$0.00
General Funds	\$0.00	\$0.00
Other	\$1,821,101.00	\$0.00

Additional Requirements

Comprehensive Needs Assessment

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

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

1. How was the comprehensive needs assessment conducted?

The school improvement team together with the building principal met regularly to review and gather data.

1. How was the comprehensive needs assessment conducted?

The school improvement team together with the building principal met regularly to review and gather data.

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

Student achievement in the school is at a critical low, though scores increased in all areas but Social Studies during the 2010-2011 school year. Data-rich diagnostic tools, including the Plan test, the Explore test, the ASVAB test, the Kaplan Test Preparation Program, and the Edge Reading Program aided the team in gathering data to support goals chosen. A data expert was employed to aid the team and the school in examining and disseminating the data. All of the instruments indicated that improvement was required in all areas examined. Intervention programs were chosen after examination of the data and staff input was sought regarding the interventions. Perception data was collected through student, staff and community surveys. The overall perception is that the change to the New Tech model was a positive one, though smaller class sizes were required for it to be effective. Smaller class sizes, fewer integrated block classes, and a focus on technology in block classes was the result of examination of the data. Demographic information was collected by the team, though no large discernible changes were in evidence.

Schoowide Reform Model

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

The school district of River Rouge has adopted the New Tech project-based model for the school district. A focus on 21st century learning outcomes, a school culture that highlights trust, respect, and responsibility, and a collaborative learning environment are the cornerstones of the comprehensive school wide initiative.

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

Stakeholders, including school board members, conducted site visits to ensure that the reform model was appropriate to the needs of all students

Curriculum Alignment that Corresponds to the Goals

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

Teachers developed projects with scaffolded activities which were aligned with the Michigan Grade Level Content Expectations. The team recommends that a curriculum be developed with New Tech projects and activities in mind. The team also recognizes that school-wide literacy interventions need to be implemented across the curriculum, and embedded within each project.

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

Student learning expectations and improvement goals are communicated to all stakeholders. The school solicits the knowledge and skills of the stakeholders to inform decisions. Content level meetings are held to allow teachers to discuss curriculum, instruction and assessment. This shared information is used to enhance student achievement.

Instruction by Highly Qualified Professional Staff

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

All River Rouge High School teachers are highly qualified and meet all NCLB requirements. Our staff does not have any paraprofessionals.

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

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

All teachers at River Rouge New Tech Academy are highly experienced. Our least experienced teacher is in her 8th year. All teachers except one have at least one Master's degree, several have two.

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

At the present time, River Rouge High School does not have any open positions. High turnover rate is not a problem. The teaching staff at River Rouge High has many years of experience. All teachers have at least 15 years teaching at River Rouge High School and all but one of which has a Masters Degree.

-The River Rouge High School offers comparable salary and benefits to surrounding districts which helps attract and keep highly qualified teachers.

-The River Rouge High School staff participates in innovative programs that enhance instruction and supports teachers in the classroom.

-Some programs are mentors for new teachers, new teacher orientation, professional development opportunities, both in the district and outside.

-The River Rouge High School also strives to obtain highly qualified teachers by participating in the Galileo Leadership Consortium.

-There is also a vigorous advertisement campaign, utilizing television and printed resources to attract students and teachers.

-The school also has a website which promotes our district and seeks to attract potential qualified staff.

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

The teacher turnover rate for our school is normally very low. The State of Michigan offered a retirement incentive at the end of the 2009/10 school year. Six teacher opted to take the incentive and retire. No teachers left during or after after the 2010/11 school year.

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

Not Applicable.

High-Quality and Ongoing Professional Development

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

Strategies to Increase Parental Involvement

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

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

The staff at River Rouge High School is committed to maintaining a learning community that is successful through the shared vision and participation of staff, students, parents and community members. Parental or guardian involvement is crucial to student and school success and the school community recognizes the need for continued work in this area. To initially promote communication and commitment between parents, students and the school community, a Parental-Involvement Policy and a Parental Compact were developed. In accordance with state law, all parents will be provided with a copy of the high school's Parental Involvement Policy and Parent Compact.

River Rouge High School offers parents substantial and meaningful opportunities to participate in Title I programs. The following were opportunities for parental involvement :

A parent-district liaison is currently employed to facilitate parental involvement in Title I programs.

Parents are invited to a curriculum night at the beginning of each school year to have them review instructional practices and information to assist their child through high school and beyond.

Parents are invited to be part of the design, implementation and evaluation of the Title I programs and services through participation on the school improvement team and other committees created throughout the school year.

A parent resource room has been created and information for parents made available to help promote student success. Further opportunities for parent training will be available through community workshops throughout the school year.

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

2a. Design

The parent involvement policy and parent compact were created by staff members and shared with parents. Parent feedback was collected and reviewed by staff. This information was used during the construction of our plan.

2b. Implementation

September 2011-Professional development will be conducted to help build a higher quality parental development plan using Power Protocols

August 2011- Survey parents for ideas to improve parental involvement. Ask for curriculum night volunteers.

September 2011- Curriculum night, ask for ideas and volunteers for coming school year.

2c. Evaluation

In June of 2012 survey parents about school climate, culture, academic programs, extra-curricular programs and general concerns.

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

Parents are informed of their student's academic assessment through the use of progress reports, report

cards, standardized test results from the MME, the ACT, the PLAN and the MEAP and teacher contact via telephone. Parents are encouraged to make "round table" appointments with staff, or teachers may call these appointments to discuss student academic issues and intervention strategies.

Workshops to assist parents in understanding the requirements of State student academic achievement standards will continue to be offered on an ongoing basis beginning in the fall on 2010.

Parents of Special Education students receive a copy of the child's Individualized Education Plan (IEP) and are invited annually to review the plan.

Parents with Limited English Proficiency are offered the opportunity to speak with Spanish proficient staff members to facilitate communication regarding student performance.

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

We are a high school. Not applicable due to grade levels served.

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

Not applicable due to grade levels served.

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

Not applicable due to grade levels served.

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

Preschool Transition Strategies

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

not applicable

Teacher Participation in Making Assessment Decisions

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

All teachers create their own school based assessment products which are shared with others teaching the same course. Most courses are taught by only one teacher making the use of common assessments not applicable. Several teachers have received training with the Class A assessment program and will inservice the rest of the staff. Teacher meetings in August of 2011 will revolve around the creation of quarterly assessments in each class.

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

Members of the school improvement team review the data from state and national tests to determine areas of weakness. The results of this analysis are shared with the core academic departments for further discussion and analysis. Each department develops improvement recommendations.

Alternative Measures of Assessment

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

River Rouge New Tech Academy has adopted the New Tech Model of Project Based instruction. Under the model students are now assessed using a set of school-wide learning outcomes. These outcomes include: critical thinking, writing skills, oral presentation skills, collaboration, global literacy and technological literacy along with content area knowledge. All students are expected to be proficient in all outcome areas.

Timely and Additional Assistance

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

Students who are having difficulty mastering the State academic standards for the core subjects are offered assistance and remediation in a variety of methods. Students may take advantage of after school programs, computer based tutorials, and on-line class offerings. A credit recovery program is also in place. Summer school is available for remediation and credit recovery. The Edge Reading/Language Arts Program will be continued the ELA courses for the 2011-2012 school year. Many courses are co-taught, providing additional assistance to students experiencing difficulty. A resource room will also be available for students needing one-on-one help.

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

To ensure that we meet the needs of those students experiencing difficulty on State academic assessments,

the teachers must have access to previous State assessment scores for students entering the ninth grade. The Plan and Explorer tests were given during the fall of 2010 to provide additional data for evaluating student achievement. Teachers should be given access to this data to ensure that they meet the needs of their students. A system of sharing academic information between the middle school and high school needs to be in place in the fall. This information will then be reviewed prior to the start of the school year.

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

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

The following programs and services are provided: Support Coaches in the ELA, Math Science and Social Studies content areas. Content area tutoring, City Year Americorp Volunteer Program, Dual Enrollment, Extended Learning, Test Prep and Parental Involvement.

Support Programs- Wraparound Services include- CASA Start, Gear Up, Restorative Practices (S3 Grant), Project Achieve, Mentoring, Positive Behavior Support, Project Attend, and the Promise Neighborhood Initiative.

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

Coordination and Integration of Resources

Achievement of school wide goals will be the focus that drives River Rouge High going forward. Toward that end all programs and resources will be coordinated in a manner that makes this possible. The following are the resources that are available:

1. Comprehensive Needs Assessment

Funding Source: General Fund and Title II Part A

Programs: Developing CAN and School Improvement Plan

2. Schoolwide Reform Strategies

Funding Source: General Fund, Title I and Title II Part A

Programs: New Tech Initiative, Edge Reading Program, Kaplan, Thinking Maps, Carnegie Math and Brain Based Research (Sanchez)

3. Instruction by Highly Qualified Staff

Funding Source: General Fund and Title II Part A

Programs: All staff are highly qualified

4. Strategies to Attract High-Quality, Highly Qualified Teachers to High Need Schools

Funding Source: General Fund and Title II Part A

Programs: Mentorships, New Teacher Orientation, Professional Development and Ad Campaign

5. High Quality and Ongoing Professional Development

Funding Source: General Fund, Title I and Title II Part A

Programs: Class A training, Technology Based Training, Teach! and Brain Based Research (Sanchez)

6. Strategies to Increase Parental Involvement

Funding Source: General Fund and Title 1

Programs: Parent-district Liaison, Curriculum Night, School Improvement Team, Parent Resource Room, Workshops.

7. Transition Strategies

Funding Source: General Fund

Programs: New Tech Initiative, Student Orientation and Smaller 9th grade class sizes

8. Teacher Participation in Making Assessment Decisions

Funding Source: General Fund, Title 1 and Title II Part A

Programs: School Improvement Team, Common assessments and staff meetings

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

Funding Source: General Fund, Title 1 and Title II Part A

Programs General Fund: Homework Room, After-school Tutoring, Title 1 Coach and Carnegie Math Tutoring, FlexTrac

10. Coordination and Integration of Resources

Funding Source: General Fund

Programs: District Level Officer Coordinates State and Federal Funds

The school improvement team analyzed the data from the CNA and school improvement report to determine the best application of available resources. A major focus of staff meetings during the 2011/2012 school year will be on implementation of the plan to improve student achievement. The whole staff will be involved in future planning, implementation and resource allocation. This and the addition of local assessments should make this process more efficient and effective in the future.

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

We will be providing a wide variety services using our Title I, Part A resources to implement the required components. They include Academic Achievement and PBS celebration awards. We will provide Mentors/tutors to support students enrolled in community college classes. A technology tutor will be employed before and after school for students using the school computer labs.

A parent facilitator will provide support to parents needing help dealing with school issues. A MAC lab with 35 computers will be purchased to help meet our 1 to 1 technology goal.

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

Ninth grade students participate in the Gear Up program developed by Eastern Michigan university. The program is designed to expose participants to college life and careers.

A system of Positive Behavior Support was instituted at the high school this year to help students take responsibility for their behavior and the school environment.

CASA Start provides counseling services to support students experiencing problems in school including violence prevention.

The S3 Grant is used to provide Restorative Practices to help students find ways of staying in school and dealing with conflict.

We will make use of two programs offered by the Wayne County Prosecutor's Office: Erase and Pact. Both

are designed as truancy and dropout prevention programs.

The Walter White Community Resource Center in conjunction with the Guidance Center provides community support for families including: adult learning, mentoring, and environmental and food justice. We provide free tutorial services for students throughout the school year.

Effective Use of Technology

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

The school has integrated technology into the school improvement plan so that it can be embedded into every classroom. Carnegie Math allows students to work at their own pace with individualized instruction and feedback. The New Tech High School integrates technology throughout the entire curriculum. Students with internet access are able to stay current from home. Computer carts, smart boards, and document cameras will bring technology into the classroom.

The New Tech philosophy integrates the use of technology into the classroom through the use of its online platform and grading program, Echo. Classroom projects are often technology based, utilizing web 2.0 products. Google Docs is an integral tool in the New Tech classroom. Plans to have 1:1 computing are in place for the 2011-2012 school year. Carnegie Math allows students to work at their own pace with individualized instruction and feedback. The Edge reading program is available for remedial reading instruction. Credit recovery programs are online. Smartboards and computer carts are available for students to use within the classrooms.

Evaluation of the School Improvement Plan

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

The school improvement team meets monthly to evaluate the interventions selected and the implementation of the interventions. The staff brings evidence of and communicates the effectiveness of intervention programs and activities selected at weekly staff meetings. The team examines the MME scores, PLAN scores and Explore scores as indicators of the plan's effectiveness, and discusses changes at the monthly meetings.

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

The team meets and disseminates the data from the MME, Plan and Explore to identify students who are most in need of intense interventions. These students are then recommended for our FlexTrac program, which incorporates special wraparound services and intense remediation for students who are having extreme learning difficulties, attendance issues, behavior issues, or who generally seem to be unresponsive to interventions. The FlexTrac has smaller class sizes and small group services to better address those students who are farthest away from achieving the standards.

3. Describe how the school improvement team revises the plan, as necessary, based on the results of the

evaluation, to ensure continuous improvement of students in the schoolwide program.

The team meets as a whole and revises the plan based on the evaluation of the available data. As the team is comprised of a representative of each of the core subject areas, each representative then contacts their department members to ask about the interventions and progress of students in the classroom. The team also approaches the staff for feedback at weekly teacher meetings to ensure that the interventions chosen are aiding in student achievement, or to assess the needs of the staff and students to better produce desirable results. If interventions are deemed ineffective, the team reevaluates and includes staff in the selection of a more appropriate intervention.

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

The school shares meaningful and useful information to all stakeholders regarding student information, performance, and progress, through print and electronic media.

Parent with Limited English Proficiency are offered the opportunity to speak with Spanish proficient staff members to facilitate communication regarding student performance.

Parents are informed of their student's academic assessment through the use of progress reports, report cards, standardized test results from MME, the ACT, the PLAN and the MEAP and teacher contact via telephone. Parents are encouraged to make "round table" appointments with staff, or teachers may call these appointments to discuss student academic issues and intervention strategies.

Building Level Decision-Making

1. Describe how school stakeholders are engaged in the decision-making process, including, but not limited to the development of the Goals, Objectives, Strategies and Activities included in the school improvement plan. School board members, school building administrators, teachers and other school employees, pupils, parents of pupils attending that school, parents of pupils receiving Title I, Part A services and other residents of the school district shall be invited and allowed to voluntarily participate in the development, review and evaluation of the district's school improvement plans.

Collaboration and shared leadership among community stakeholders is maintained through formal channels of communication. The school improvement team monitors the plan with input from the entire staff. Staff meetings are used to discuss implementation and evaluation.

Assurances

EdYES!

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

Response: *N/A (our school does not have grades 1-5)*

Comments:

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

Response: *Yes*

Comments: *<http://riverrougeschools.org/home/content/annual-reports>*

Educational Development Plan (EDP)

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

Response: *N/A (our school does not have grade 8)*

Comments:

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

Response: *Yes*

Comments: *Each student set up an online EDP this year which will be reviewed and updated annually.*

Health and Safety (HSAT)

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

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

Response: *Written policy, fully implemented*

Comments:

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

Response: *Yes*

Comments: *All staff have received training in brain-based strategies, instruction and resiliency through Horatio Sanchez.*

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

Response: *Yes*

Comments: *The student handbook is distributed each year for students, parents and staff to review all health and safety policies.*

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

Response: *Yes*

Comments:

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

Response: *Adopted policy, fully implemented*

Comments:

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

Response: *Yes*

Comments:

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

Response: *Yes*

Comments:

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

Response: *Yes*

Comments:

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

Response: *Adopted policy, but not fully implemented*

Comments:

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

Response: *Yes*

Comments:

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

Response: *Other curriculum*

Comments:

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

Response: *Yes*

Comments:

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

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

Comments:

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

Response: *Adopted policy, fully implemented*

Comments:

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

Response: *Yes*

Comments:

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

Response: *Yes*

Comments:

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

Response: *Yes*

Comments:

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

Response: *Yes*

Comments:

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

Response: *No*

Comments:

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

Response: *Written policy, fully implemented*

Comments:

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

Response: *Yes*

Comments:

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

Response: *Adopted policy, but not fully implemented*

Comments:

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

Response: *No*

Comments: *No health professionals are currently employed within the school. (i.e. health nurse)*

24. During the past 12 months, the school counselor/psychologist/social worker offered information to students (presentations, materials, individual or group counseling activities, events) about bullying, harassment and other peer to peer aggression.

Response: *Yes*

Comments:

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

Response: *Yes*

Comments:

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

Response: *Yes*

Comments:

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

Response: *No*

Comments:

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

Response: *No*

Comments:

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

Response: *Yes*

Comments: *Food is not normally provided at staff meetings, but healthy choices are available on occasions when food is provided.*

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

Response: *Written policy, fully implemented*

Comments:

31. Our school has a parent education program.

Response: *Yes*

Comments:

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

Response: *Yes*

Comments:

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

Response: *Access to some indoor facilities*

Comments:

Stakeholders

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

Title	First Name	Last Name	Position	E-mail
Mr.	Don	Bilinski	staff	dbilinski@rrouge.k12.mi.us
Mr.	Chester	Franklin	Staff	franklinc@rrouge.k12.mi.us
Ms.	Eula	Grooms	Teacher	egrooms@rrouge.k12.mi.us
Mr.	Charles	Hall	Teacher	chall@rrouge.k12.mi.us
Mr.	Gary	Halliburton	Teacher	hallibur@rrouge.k12.mi.us
Ms.	Sukie	Horvath	Teacher	horvaths@rrouge.k12.mi.us
Mr.	David	Kocbus	Teacher	kocbusd@rrouge.k12.mi.us
Mr.	Greg	Kohn	Teacher	rrgregk@rrouge.k12.mi.us
Mr.	Ken	Konarska	Teacher	konarska@rrouge.k12.mi.us
Ms.	Lisa	LaForest	Teacher	laforest@rrouge.k12.mi.us
Mr.	Maxwell	McDonald	Teacher	maxmcdon@rrouge.k12.mi.us
Ms.	Katherine	Monagin	Staff	kmonagin@rrouge.k12.mi.us
Mr.	Corey	Parker	Staff	parker@rrouge.k12.mi.us
Ms.	Alice	Perry	Staff	anperry@rrouge.k12.mi.us
Mr.	Deaudrie	Perry	Staff	perryd@rrouge.k12.mi.us
Mr.	Phil	Phillips	Staff	pphilip@rrouge.k12.mi.us
Ms.	Jan	Polly	Staff	rrpolly@rrouge.k12.mi.us
Ms.	Michelle	Tello	Staff	tellom@rrouge.k12.mi.us
Ms.	Tracey	Grant	Parent	a@b.com
Mr.	David	Broadnax	Parent	a@b.com
Ms.	Yolanda	Ward	Parent Liason	a@b.com
Ms.	Tammy	Hubbard	Teacher	tammy.hubbard@newtech.riverrougeschools.org
Mrs.	Denita	Daniels	Teacher	denita.daniels@newtech.riverrougeschools.org
Ms.	Atemia	Holley	IT Director	atemia.holley@newtech.riverrougeschools.org
Ms.	Tahnee	Davis-Horne	Grad Coach	tahnee.davis-horne@newtech.riverrougeschools.org
Mr.	Eric	Pate	Teacher	eric.pate@newtech.riverrougeschools.org
Mr.	Raymond	Pilgrim	Teacher	raymond.pilgrim@newtech.riverrougeschools.org
Ms.	Kathy	Rhodes	Academic Intervention	kathy.rhodes@newtech.riverrougeschools.org
Ms.	Peggy	McMichael	Dual Enrollment	peggy.mcmichael@newtech.riverrougeschools.org
Mr.	Charles	Thomas	Teacher	charles.thomas@newtech.riverrougeschools.org
Mr.	LaDon	Ford	Teacher	ladon.ford@newtech.riverrougeschools.org
Mr.	Troy	Schielein	ROTC Instructor	troy.schielein@newtech.riverrougeschools.org

Statement of Non-Discrimination

Federal Office for Civil Rights

The institution complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of this school that no person on the basis of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status or disability shall be subjected to discrimination in any program, service or activity for which the district/school is responsible, or for which it receives financial assistance from the U.S. Department of Education.

Contact Information

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

Name/Position:	Human Resources Director
Address:	1460 W. Coolidge Hwy. River Rouge, MI. 48021
Telephone Number:	313.297.9600

References

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

Supporting Documentation

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

- School-Parent Involvement Plan
- School-Parent Compact

River Rouge High School

Parent-Student-Teacher Compact

A Promise of Commitment

Parent/Guardian Agreement

I want _____ to achieve. Therefore, I will encourage him/her by doing the following:

- *Ensure that my student is punctual and attends school regularly in accordance with the school attendance policy.
- *Support the school in its efforts to maintain proper discipline
- *Review and discuss the River Rouge Student Code of Conduct with my student
- *Encourage my student's efforts to do his/her best
- *Communicate with teachers and/or school officials
- *Attend Parent/Teacher Conferences
- *Establish a quiet time and place for completing homework
- *Limit television, video games and internet usage during this homework time.
- *Ensure that my student gets proper sleep and nutrition

Parent

Signature _____ Date _____

Student Agreement

It is important that I do the BEST that I can. Therefore, I will do the following:

- *Come to school each day, be in class on time, and bring the required materials.
- *Review the River Rouge High School Code of Conduct with my parents.
- *Have my homework completed and turned in on time.
- *Show respect for my school, other students and myself
- *Set aside a regular time and place each night to complete homework
- *Check with my teacher regarding my academic progress
- *Take any and all assistance to improve my performance

Student Signature _____ Date _____

Teacher Agreement

I want my students to be the best they can be. Therefore, I will do the following:

- *Provide a safe and supportive learning environment
- *Review and discuss the River Rouge High School Code of Conduct with my students
- *Teach classes with an interesting and challenging curriculum that promotes student achievement
- *Exhibit a genuine concern for the welfare of my students
- *Keep my grade book and lesson plan book up to date.
- *Be available for parent-teacher conferences

Teacher Signature _____ Date _____

Parent Involvement Policy

River Rouge Middle College High School Academy

Parent Involvement Title I School Policy

The goal of **River Rouge Middle College High School Academy** is to provide a high quality education to meet the challenging standard of serving ALL children. The purpose of the **River Rouge Middle College High School Academy** Title I program is to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency in meeting challenging State academic achievement standards and state academic assessments. We value the role parents play as their children's first teacher and the influences of their continued support to promote higher student academic achievement and school performance.

River Rouge Middle College High School Academy envisions quality education for all by maintaining a positive, nurturing, and self-motivating environment. **River Rouge Middle College High School Academy** promotes life-long learning to prepare its community to become contributing members of our ever-changing society.

The following outline is in compliance with the legal requirement of the No Child Left Behind Act of 2001 (PL 107-110, Section 1118). The document represents joint development with parents, teachers, and principal. The policy will be available to all parents in the district.

1. Parents will have an opportunity to assist in developing the building plan, review the program and make suggestions. To accomplish this:
 - All parents will be invited to an annual meeting offered at a variety of times before October 15 to maximize the opportunity for parents to participate and to inform them of the following: Title I Objectives; instructional methods; school wide objectives and instructional methods; the student selection process; test scores and how schools are identified for school improvement (section 1116); and that they, the parents, have the right to request to know the qualifications of teachers and paraprofessionals in their school (section 1119). The Parent Coordinator/Facilitator, with the assistance of the school wide facilitators, will schedule, notify parents and conduct meetings.
 - The school district will hold a minimum of four meetings/forums annually, which will be held for the purposes of consultation, advising, and evaluation. The participants will be parents, Parent Coordinator/Facilitator, school wide support staff, teachers, community representatives, and principal. These meetings/forums will be advertised and open to all parents. The Parent Coordinator/Facilitator will set the agenda and conduct the meetings.

2. Support will be provided to parents and teachers as they plan and implement effective parent involvement by:
 - Providing parent and parent/child workshops and activities based on the assessed needs and interests. The parent group with the Parent Coordinator/Facilitator's leadership will plan and conduct 4 workshops per year.
 - Developing a Parent/Teacher/Student Compact in cooperation with both parents and teachers and promoting its use for the betterment of the students. The compact shall be presented in a way that attends to the literacy and language levels of parents. The compact will include an explanation of how it will be distributed, monitored and assessed.
 - Providing a facility that will be a working site for parents to hold meetings/workshops, work on projects and obtain materials to encourage parents to support their child's learning. The maintenance of the active parent center will be undertaken to the extent possible.
 - Providing current, reputable parent literature/materials in a format and language that is understandable to parents.
 - Provide other reasonable support for parent involvement as parents may request.

3. In order to promote the school's and parents' capacity to form a strong partnership and work toward high student academic achievement, will:

River Rouge High School

Parent-Student-Teacher Compact

A Promise of Commitment

Parent/Guardian Agreement

I want _____ to achieve. Therefore, I will encourage him/her by doing the following:

*Ensure that my student is punctual and attends school regularly in accordance with the school attendance policy.

*Support the school in its efforts to maintain proper discipline

*Review and discuss the River Rouge Student Code of Conduct with my student

*Encourage my student's efforts to do his/her best

*Communicate with teachers and/or school officials

*Attend Parent/Teacher Conferences

*Establish a quiet time and place for completing homework

*Limit television, video games and internet usage during this homework time.

*Ensure that my student gets proper sleep and nutrition

Parent

Signature _____ Date _____

Student Agreement

It is important that I do the BEST that I can. Therefore, I will do the following:

*Come to school each day, be in class on time, and bring the required materials.

*Review the River Rouge High School Code of Conduct with my parents.

*Have my homework completed and turned in on time.

*Show respect for my school, other students and myself

*Set aside a regular time and place each night to complete homework

*Check with my teacher regarding my academic progress

*Take any and all assistance to improve my performance

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 - Providing current, reputable parent literature/materials in a format and language that is understandable to parents.
 - Provide other reasonable support for parent involvement as parents may request.

3. In order to promote the school's and parents' capacity to form a strong partnership and work toward high student academic achievement, will: