

# School Improvement Plan

School Year: 2009

School District: South Redford School District

Intermediate School District: Wayne RESA

School Name: Lee Thurston High School

Grades Served: 9,10,11,12

Principal: Mr. William Simms

Building Code: 02149

District Approval of Plan:

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Authorized Official Signature and Date

Board of Education Approval of Plan:

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Authorized Official Signature and Date

# School Improvement Plan

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# Introduction

The Michigan Department of Education, Office of School Improvement has developed a series of documents and tools that are designed to assist schools in the creation and use of an **Action Portfolio** that will guide and inform the school's Continuous School Improvement Planning Process.

The **Action Portfolio** begins with the **Michigan School Improvement Framework (MSIF)**. The Framework was designed to:

- Provide schools and districts with a comprehensive framework that describes the elements of effective schools.
- Provide schools and districts in our state with a common way of describing the processes and protocols of practice of effective schools.
- Give direction to, support, and enhance the school improvement planning process.

The School Improvement Framework **Rubrics** assess the framework at the benchmark level, and provide a continuum of practice that allows buildings to identify gaps that exist between where they are in their current practice and where they want to be. The rubrics also include the EdYES! Performance Indicators that schools must use for their annual self-assessment.

The **Comprehensive Needs Assessment (CNA)** is another tool that has been developed as a part of the **Action Portfolio**. This process examines building demographics, system processes and protocols of practices, instructional program, and disaggregated student academic achievement data, so that the following questions can be answered:

- Who do we serve?
- How do we do business?
- Where are we now?
- Where do we want to be?
- What and where are the gaps?
- What is/are the root cause(s) for the gaps?
- How will we get to where we want to be?
- How will we evaluate our efforts and progress?

The CNA will help a school align these system challenges with the student achievement goals the school will establish. Ensuring that your systems are aligned with the elements of effective schools, to support your instructional program goals and objectives, is the first step to establishing the continuous school improvement process.

The **School Improvement Plan template (SIP)** has been designed to provide schools and districts with a common planning template that addresses student learning and system needs that have been identified through the schools' Comprehensive Needs Assessment. It has also been designed to address any federal, state and locally required elements that must be contained in a School Improvement Plan.

The School Improvement Framework, Rubrics, CNA, and the School Improvement Planning template were developed as a comprehensive and continuous process that can provide schools and districts with a way to look at and discuss internal systems and assess where the school is, in relationship to these elements of effective schools.

Copies of these documents can be obtained on the web at: [www.mi.gov/schoolimprovement](http://www.mi.gov/schoolimprovement)

## School Information

School:	<b>Lee Thurston High School</b>
District:	<b>South Redford School District</b>
Public/Non-Public:	<b>Public</b>
Grades:	<b>9,10,11,12</b>
School Code Number:	<b>02149</b>
City:	<b>Redford</b>
State/Province:	<b>Michigan</b>
Country:	<b>United States</b>

# Vision

## **Vision Statement**

Thurston students will be continuous learners and responsible citizens.

## **Mission Statement**

Thurston staff, students, parents, and the community will work together to ensure continuous learning and success.

## **Beliefs Statement**

We believe that all students will learn and be successful in reaching our high academic and behavioral expectations.

We believe that working collaboratively, we can assure student academic success.

# Goals

ID	Name	Development Status	Progress Status
5976	Literacy Achievement	Approved	Open
5977	9th Grade Academic Success	Approved	Open
5979	Increase advanced course enrollment for African American students	Approved	Open

## Goal 1: Literacy Achievement

**Content Area :** English Language Arts  
**Goal Source :** Continuous Improvement  
**Development Status :** Approved

**Student Goal Statement :** All Thurston 11th grade students will successfully pass the reading portions of the ACT, MME, and Work Keys assessments.

**Gap Statement :** We currently experience an achievement gap in the area of Reading and Writing as measured by the MME for our African American males and our economically disadvantaged students. This trend has occurred during both the 2007-2008 and 2008-2009 school years.

**Cause for Gap :** We have a fairly high mobility rate among our students. Many of our students enter into the South Redford schools during their high school years and have arrived with poorly developed skills in processing the written language. We believe that this is due to a fundamental lack of academic background knowledge.

**Multiple measures/sources of data you used to identify this gap in student achievement :** MME sub group data

Aims Web R-CBM for targeted 9th grade students

NWEA progress data

PLAN Test data for 10th grade students

**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?** Close achievement gap in the area of Reading and Writing among sub groups as indicated by MME results. (11th Graders)

Increase in AIMS Web R-CBM among subgroups (targeted 9th graders)

PLAN Test results for 10th graders

**Contact Name :** Susan Brown

**List of Objectives:**

ID	Objective
6873	In the 2009-2010 ACT ELA results, students' overall average will increase by 0.5 points over the prior year.

**ci Challenges :** None

## 1.1. Objective: MME ELA Proficiency for all Students

**Measurable Objective Statement to Support Goal :** In the 2009-2010 ACT ELA results, students' overall average will increase by 0.5 points over the prior year.

**List of Strategies:**

ID	Strategy	Locked By
6873	By continually training all teacher in the Reading Apprenticeship strategies and having all teachers use these in their curriculum, we will be able to help students increase their abilities in reading comprehension.	
6873	Restructuring the use of our FLEX time to create targeted chunks of targeted, school wide, literacy instruction. Students and staff spend 20 - 25 minutes four times each week building student skills in with academic background knowledge, writing non-fiction essays, and enhancing their reading skills by engaging in meaningful silent sustained reading activities.	

### 1.1.1. Strategy: Reading Apprenticeship

**Strategy Statement:** By continually training all teacher in the Reading Apprenticeship strategies and having all teachers use these in their curriculum, we will be able to help students increase their abilities in reading comprehension.

**Selected Target Areas**

SAR 3.5 Supports a curriculum that challenges and meets the needs of each student, reflects a commitment to equity, and demonstrates an appreciation of diversity
SAR 3.8 Implements interventions to help students meet expectations for student learning
SAR 6.1 Fosters collaboration with community stakeholders to support student learning

**Other Required Information for Strategy**

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

Schmoker's work on literacy development and the Crayola Curriculum.

Marzano on building academic background knowledge.

Reeves 90/90/90 school research supporting additional work in non-fiction, informational writing.

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Staff is completely immersed in Reading Apprenticeship training across the curriculum.	07/01/2009	06/30/2011	Susan Brown and Heather Bartus

**1.1.1.1. Activity: Reading Apprenticeship Training**

**Activity Description:** Staff is completely immersed in Reading Apprenticeship training across the curriculum.

**Activity Type:** Maintenance

**Planned staff responsible for implementing activity:** Susan Brown and Heather Bartus

**Actual staff responsible for implementing activity:** Susan Brown and Heather Bartus

**Planned Timeline:** Begin Date - 07/01/2009, End Date - 06/30/2011

**Actual Timeline:** Begin Date - 07/01/2009, End Date - 06/30/2011

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Professional Development / Extra Prep for Trainer	General Funds	14,500.00	14,500.00

**1.1.2. Strategy: Direct Literacy Instruction**

**Strategy Statement:** Restructuring the use of our FLEX time to create targeted chunks of targeted, school wide, literacy instruction. Students and staff spend 20 - 25 minutes four times each week building student skills in with academic background knowledge, writing non-fiction essays, and enhancing their reading skills by engaging in meaningful silent sustained reading activities.

**Selected Target Areas**

SAR 1.5 Ensures that the system's vision and purpose guide the teaching and learning process and the strategic direction of schools, departments, and services
SAR 3.10 Ensures that curriculum is reviewed and revised at regular intervals
SAR 3.4 Designs and uses instructional strategies, innovations, and activities that are research-based and reflective of best practice
SAR 5.2 Assigns professional staff responsibilities based on their qualifications (i.e., professional preparation, ability, knowledge, and experience)
SAR 6.4 Communicates the expectations for student learning and goals for improvement to all stakeholders
SAR 7.1 Engages in a continuous process of improvement that articulates the vision and purpose the school is pursuing (Vision); maintains a rich and current description of students, their performance, school effectiveness, and the school community (Profile); employs goals and interventions to improve student performance (Plan); and documents and uses the results to inform what happens next (Results)
SAR 7.4 Provides professional development for school personnel to help them implement improvement interventions to achieve improvement goals
SAR 7.4 Ensures that each school's plan for continuous improvement includes a focus on increasing learning for all students and closing gaps between current and expected student performance levels

**Other Required Information for Strategy**

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

Mike Schmoker research on reading and literacy in school improvement

Marzano research on buiding academic background knowledge

Reeves research on 90/90/90 schools and the impact of a clear curriculum focus; frequent assessment with multiple opportunities for improvement; collaborative scoring of student work; a focus on academic achievement; and a focus on non-fictional, informational writing.

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Held a work shop to redesign the flex program to incorporate direct literacy instruction. The staff planned the content for this time. Strategies include SSR, Academic Vocabulary, ACT Writing, and RA strategies.	08/31/2009	06/15/2010	Ann McManamon and Susan Brown

**1.1.2.1. Activity: Revised Flex (Guided Flex)**

**Activity Description:** Held a work shop to redesign the flex program to incorporate direct literacy instruction. The staff planned the content for this time. Strategies include SSR, Academic Vocabulary, ACT Writing, and RA strategies.

**Activity Type:** None

**Planned staff responsible for implementing activity:** Ann McManamon and Susan Brown

**Actual staff responsible for implementing activity:** Ann McManamon and Susan Brown

**Planned Timeline:** Begin Date - 08/31/2009, End Date - 06/15/2010

**Actual Timeline:** Begin Date - 08/31/2009, End Date - 06/15/2010

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Building Academic Vocabulary: Teacher's Manual by Marzano	Title II Part A	1,200.00	1,200.00

## Goal 2: 9th Grade Academic Success

**Content Area :** Math

**Goal Source :** Continuous Improvement

**Development Status :** Approved

**Student Goal Statement :** All Thurston students will begin their high school career with an awareness of the building layout, an understanding of the student code of conduct, and at least two upper class acquaintances.

**Gap Statement :** 9th graders have typically experienced an overall failure rate in the 30% range. This is greater among our economically disadvantaged students.

**Cause for Gap :** Many students lack the academic background that is more common among students from more privileged backgrounds.

**Multiple measures/sources of data you used to identify this gap in student achievement :** Failure rates among 9th grade students by subgroups.

Aimsweb R-CBM results

Social Worker visits

**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?** 10% or greater reduction in failure rates among 9th graders in their core academic courses.

Achievement gains as determined through Aimsweb progress monitoring of targeted 9th grade students.

Disciplinary and Social Work referral reductions.

**Contact Name :** Jeanette James

**List of Objectives:**

ID	Objective
6963	By the end of the 2009-2010 school year the THS ninth grade class will have 10% fewer E's in the cor

**ci Challenges :** None

## 2.1. Objective: Reduction of E's in 9th Grade

**Measurable Objective Statement to Support Goal :** By the end of the 2009-2010 school year the THS ninth grade class will have 10% fewer E's in the cor

**List of Strategies:**

ID	Strategy	Locked By
6963	By increasing the abilities of our adult trainers, we will increase the reach of our student leaders to both ease the psychological/emotional difficulties of the 8th-9th transition and, as well, help new high school students perform better academically.	

### 2.1.1. Strategy: Adult Link Crew Training

**Strategy Statement:** By increasing the abilities of our adult trainers, we will increase the reach of our student leaders to both ease the psychological/emotional difficulties of the 8th-9th transition and, as well, help new high school students perform better academically.

**Selected Target Areas**

SAR 1.2 Communicates the system's vision and purpose to build stakeholder understanding and support
SAR 2.5 Fosters a learning community

**Other Required Information for Strategy**

*What research did you review to support the use of this strategy and action plan?*  
 School Leadership that Works, Reframing Teacher Leadership, Class and Schools.

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Building Link Teachers were trained by nationally certified Link trainers to help improve the transition of 9th grade students into the high school.	03/12/2009	03/16/2009	Desmond Smith, Jeanette James, & Erin Ferris

**2.1.1.1. Activity: March 2009 Link Teacher Training**

**Activity Description:** Building Link Teachers were trained by nationally certified Link trainers to help improve the transition of 9th grade students into the high school.

**Activity Type:** Maintenance and Revised

**Planned staff responsible for implementing activity:** Desmond Smith, Jeanette James, & Erin Ferris

**Actual staff responsible for implementing activity:** Desmond Smith, Jeanette James, & Erin Ferris

**Planned Timeline:** Begin Date - 03/12/2009, End Date - 03/16/2009

**Actual Timeline:** Begin Date - 03/12/2009, End Date - 03/16/2009

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Training	Title II Part D	4,000.00	4,000.00

**Goal 3: Increase advanced course enrollment for African American students**

**Content Area :** Other

**Goal Source :** Continuous Improvement

**Development Status :** Approved

**Student Goal Statement :** In the 2010-2011 school year, the total number of African American students taking Honors and AP courses will increase by 10% from the 2008-2009 totals. This is a change from 34% of all students enrolled in such classes to 37.5%.

**Gap Statement :** African American students are not proportionally reflected in the enrollment numbers within the AP courses. Research indicates (Answers in the Toolbox) that minority participation in AP courses leads to a significantly greater chance of that student attending and completing a four year college program in a timely manner.

**Cause for Gap :** Our increasing population of African American students are often from more recently registered students from a nearby district where the students have not often experienced the rigorous curriculum needed to become adequately prepared for the AP courses.

Perceptual gaps and expectations among professional staff

Lack of academic background information as compared to economically advantaged group.

Low parental awareness

**Multiple measures/sources of data you used to identify this gap in student achievement :** enrollment data for AP courses

Demographic data among those taking AP exams

**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?** document direct recruitment opportunities for AP among targeted group.

Data showing 10% or better increase in enrollment

Further development of Pre-AP program

Academic success rate of targeted demographic in Honors (pre-AP) courses.

**Contact Name :** Kathleen Wang

**List of Objectives:**

ID	Objective
6973	AP enrollment Honors enrollment AP scores Honors classes final grade totals

**ci Challenges :** None

### **3.1. Objective: Increase African American Enrollment in high rigor courses**

**Measurable Objective Statement to Support Goal :** AP enrollment

Honors enrollment

AP scores

Honors classes final grade totals

**List of Strategies:**

ID	Strategy	Locked By
6973	We believe that a student's year long presence in an academically rigorous class makes a significant contribution to the likelihood of that student earning a college degree.	

### 3.1.1. Strategy: Send all current AP teachers to summer training

**Strategy Statement:** We believe that a student's year long presence in an academically rigorous class makes a significant contribution to the likelihood of that student earning a college degree.

**Selected Target Areas**

SAR 1.2 Communicates the system's vision and purpose to build stakeholder understanding and support SAR 3.5 Supports a curriculum that challenges and meets the needs of each student, reflects a commitment to equity, and demonstrates an appreciation of diversity
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**Other Required Information for Strategy**

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

Rothstein; Ogbu; Adelman (Answers in the Toolbox)

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Teachers attended training to learn how to align the pre-AP curriculum to the college board curricular standards.	06/16/2009	06/15/2010	Jason Brater Mary Pearson

#### 3.1.1.1. Activity: Send Honors English Teachers to pre-AP training

**Activity Description:** Teachers attended training to learn how to align the pre-AP curriculum to the college board curricular standards.

**Activity Type:** None

**Planned staff responsible for implementing activity:** Jason Brater  
Mary Pearson

**Actual staff responsible for implementing activity:** Jason Brater  
Mary Pearson

Nikia Moy  
Rory Hughes

**Planned Timeline:** Begin Date - 06/16/2009, End Date - 06/15/2010

**Actual Timeline:** Begin Date - 06/16/2009, End Date - 06/15/2010

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Curriculum Training	Title II Part D	9,291.00	8,900.00

## Resource Profile

<b>Funding Source</b>	<b>Planned Amount</b>	<b>Actual Amount</b>
General Funds	\$14,500.00	\$14,500.00
Title II Part A	\$1,200.00	\$1,200.00
Title II Part D	\$13,291.00	\$12,900.00

## Stakeholders

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

Title	First Name	Last Name	Position	E-mail
Ms.	Jeanette	James	Teacher	jameje01@southredford.net
Mr.	Jason	Bobrovetski	Asst. Principal	bobrovetski@southredford.net
Mr.	Bill	Simms	Principal	simms@southredford.net
Ms.	Dee	Gwaltney	Staff	gwalde01@southredford.net
Ms.	Kathleen	Wang	Counselor	wangka01@southredford.net
Reverend	Steve	Baker	Board Member / Parent	baker@southredford.net

***1. Describe how all stakeholders are involved in the planning, design, monitoring and evaluation of this institution improvement plan.***

Ongoing Building Leadership Team meets to assess and implement interventions aligned to school improvement plan.

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

All staff work collaboratively within departments to align curriculum to the course content expectations. Meetings are held regularly between principal and department chairs; department chairs and staff; and staff and principal as a whole to evaluate instruction and assessment. Quarterly common assessments are implemented and analyzed for improvement opportunities in the area of equity and alignment.

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

Data will be shared with staff at staff meetings and data will be graphically displayed within the school for students. Parents will be updated on progress in newsletters and through representative depictions of the data.

# Statement of Non-Discrimination

## 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.

Position of Contact:

Curriculum Director

Address:

26141 Schoolcraft Rd Redford MI 48239

Telephone Number:

313-535-4000 x1010

### 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

## Conclusion

***1. What Professional Learning activities will you need to provide to support the successful implementation of this school improvement plan?***

Training for our 9th Grade Team teachers in utilizing differentiated instructional strategies and working in PLC's and in refining the practice of implementing extensions and corrections for each unit.

Training for all staff on building academic vocabulary for all students.

Training for Pre-AP teachers to fully align honors level courses to the corresponding AP course.

Collaboration time to re-design our existing flex period to provide a common implementation of school wide literacy initiatives.

***2. How has the institution integrated its available fiscal resources to support this school improvement plan?***

Title IIa funds were utilized to purchase a copy of Building Academic Vocabulary: Teacher's Manual by Marzano for each teacher.

Funds were designated to attend a 2 day workshop on effective team and instructional strategies to reduce 9th grade failure

Title II funds were designated to send targeted staff to Pre-AP conferences for purposes of aligning curriculum to corresponding AP courses.

***3. How has the institution assessed the need for and integrated the use of technology to support this school improvement plan?***

Teachers were surveyed and research on the effectiveness of Smart Board technology was conducted. As a result, our school was able to secure two promethean boards for use in classrooms that target the SIP.