



School Improvement Plan

H.H. Dow High School

Midland Public Schools

Mrs. Pam S Kastl, Principal
3901 North Saginaw Rd
Midland, MI 48640-2315

TABLE OF CONTENTS

Introduction.....	1
-------------------	---

Executive Summary

Introduction.....	3
-------------------	---

Description of the School.....	4
--------------------------------	---

School's Purpose.....	5
-----------------------	---

Notable Achievements and Areas of Improvement.....	7
--	---

Additional Information.....	8
-----------------------------	---

Improvement Plan Stakeholder Involvement

Introduction.....	10
-------------------	----

Improvement Planning Process.....	11
-----------------------------------	----

School Data Analysis

Introduction.....	13
-------------------	----

Demographic Data.....	14
-----------------------	----

Process Data.....	17
-------------------	----

Achievement/Outcome Data.....	19
-------------------------------	----

Perception Data.....	24
----------------------	----

Summary.....	27
--------------	----

School Additional Requirements Diagnostic

Introduction 29

School Additional Requirements Diagnostic 30

H.H. Dow High School School Improvement Plan: 2016-17**

Overview 33

Goals Summary 34

 Goal 1: 85% of students at H.H. Dow High School will be proficient in English Language Arts..... 35

 Goal 2: 85% of students at H.H. Dow High School will be proficient in Social Studies..... 38

 Goal 3: 85% of students at H.H. Dow High School will be proficient in Science..... 40

 Goal 4: 85% of students at H.H. Dow High School will be proficient at Math..... 42

 Goal 5: H. H. Dow High School will achieve all five levels of the Marzano High Reliability Schools framework..... 45

Activity Summary by Funding Source 47

Introduction

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

Executive Summary

Introduction

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

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

Description of the School

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

H. H. Dow High School is a diverse school community comprised of 1259 students. Our student population is composed of 90% White, 6% Asian, 3% Hispanic and 1% African American. These demographics of the school mirror the city of Midland's demographics.

We currently have 85 faculty and staff members at H. H. Dow High School. Of our current instructional staff, 64% has earned a Master's degree or higher for their education. All teachers are highly qualified to teach in their designated assignments.

The City of Midland is home to Dow Chemical and Dow Corning. Dow is the major employer for the community and the parents of the students at H. H. Dow High School.

In the past four years, Dow Corporation has been in the process of downsizing. They recently announced a merger with Dow Corning and DuPont. With these mergers, Midland has been experiencing a decrease in population over the last 4 years. This has decreased our school population by approximately 160 students. We expect this trend to continue for at least the next five years.

School's Purpose

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

Purpose:

All students will be college and career ready after successfully completing the graduation requirements of Midland Public Schools. Students will not only have the knowledge necessary, but will also have the 21st Century skills and the inclination to be our future leaders.

Vision Statement:

Midland Public Schools provides a dynamic world class education that develops the unique talents of all students in a safe, secure, and healthy environment.

- We commit ourselves to world class standards for student performance.
- We are agile and flexible so that we are able to adapt to new challenges and opportunities in this rapidly changing world.
- We are strong and financially stable. To sustain the organization, we effectively and efficiently use new and existing resources.
- We are effective partners with families, businesses, and higher education, collaborating with diverse organizations.

Mission Statement

The mission of the Midland Public Schools, in partnership with our community, is to create a school system that best enables all students to become knowledgeable, self-reliant, cooperative and ethical learners who are contributing citizens. (August, 2004)

Beliefs Statement

- Every individual is unique and has worth and value.
- Self-esteem is essential for the development of the total person.
- The student, family, school, and community are partners sharing the responsibility for learning.
- Continuous improvement requires risk-taking and change.
- The most effective decision-making is the result of cooperative efforts.
- A climate of trust and cooperation lead to effective communication.
- An organization can be structured so that all individuals can exceed expectations.
- The survival of a democratic society depends on an educated citizenry.
- Each individual has the ability and capability to continually learn and improve.

Program offerings and expectations for students based on expectations:

By embracing the Michigan Merit Curriculum and the Common Core State Standards, the Midland Public Schools has developed and offered a wide variety of high level programs and services. Additionally, the Board of Education has adopted and supported the International Baccalaureate Program. At this time students may select the Diploma Program and we are in the process of the implementation of the Primary Years Program. In the near future we anticipate adding the Middle Years Program as well. Our Response To Intervention efforts are met by using Instructional Consultation Teams and a universal screener (DIBELS). Outside the school day there are numerous clubs and student organizations available to students. The community boasts a Youth Master Plan based on an Asset Survey given to the full county.

School Improvement Plan

H.H. Dow High School

Herbert Henry Dow High School is a nationally acclaimed secondary school located in Midland, Michigan with a current enrollment of 1,259. H. H. Dow High School is part of the Midland Public Schools District and was named after Herbert Henry Dow, founder of The Dow Chemical Company which also has its corporate headquarters and Michigan Operations in Midland.

Dow High School Vision:

To be the Best High School in Michigan.

OUR MISSION:

We are dedicated to helping students acquire and use knowledge, communicate effectively, and face the challenges of the 21st century.

Notable Achievements and Areas of Improvement

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

The school has noticed relatively flat proficiency percentage trends, related to all subject areas of the Michigan Merit Examination, over the last five years. The State of Michigan has recently switched from the MME test to the MSTEP. Our current MSTEP test results show Dow High School scores ranging from 21% to as high as 34% above state averages. The percentage of students taking AP/IB examinations has increased steadily over the last four years. However, we recently experienced a decline in number of IB tests taken this school year. MME information also indicates a narrowing of the achievement gap between low SES and average income students. Dow High is working to narrow an increasing gap between regular and special education students in all areas of the MME. Further, DHS was designated as a focus school two years ago. Based on the last MME cycle, DHS no longer qualified for that distinction. This indicated our achievement gaps narrowed and were unremarkable compared to the other school in the State of Michigan.

Additional Information

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

The rigorous academic curriculum at H. H. Dow High School is augmented by enrichment opportunities in art, drama, music and athletics. H. H. Dow High School offers a comprehensive academic curriculum including status as an International Baccalaureate World School and recognition as a National Exemplary High School. H. H. Dow High School has over 55 co-curricular clubs and activities open to students. Approximately 80% of the student body is involved in co-curricular activities, ranging from athletics to performing arts to community service. The H. H. Dow High School staff is hard working and dedicated to student success. The H. H. Dow High School community thrives on a tradition of excellence and welcomes the future with a commitment to continuous improvement. U.S. News and World Report has recognized H. H. Dow High School as among the top 10% of high schools in the State of Michigan and a Silver Medal School for the 5th year in a row. H. H. Dow has also been recognized by Bridge Magazine as one of 44 schools as an academic state champion.

Improvement Plan Stakeholder Involvement

Introduction

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

Improvement Planning Process

Improvement Planning Process

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

Stakeholders were selected by subject area. Representatives from the teaching staff were selected from each subject area to attend planning meetings and write the plan. Those individuals solicited information from their departments for input into the plan, as well. In addition, all staff were surveyed regarding each of the process rubric items, last year. Department representatives checked those ratings this year for improvement and relevance. Meetings were held during district designated meeting times. Teachers were provided release time to attend the meetings to contribute as part of the team. Involvement was voluntary. Parent information was solicited through surveys, link meetings and parent teacher conferences. The information provided from those sources was used to guide and prioritize portions of the plan. In addition, Dow High School began the High Reliability Schools (HRS) initiative through the Marzano Research Institute. The program involves data collection from stakeholders, as well. The information collected is designed to be both summative and formative. Information gathered from the HRS surveys was utilized in the current SIP, as well.

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

Representatives from Math, Social Studies, ELA, Science, Special Education, CTE, Art and administration attended and contributed relevant information for their respective areas. The teachers from the designated areas analyzed data and drafted goals and objectives based on their departmental status. Further, parent and student information was collected via surveys through the SIP format and HRS database.

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

For teachers, the final plan will be communicated through staff meetings and departmental breakouts. Goals and objectives are displayed throughout the building, as well. Updates will be provided monthly via staff meetings connected to professional development. For parents and students, the goals will be communicated through meetings, email updates and newsletters and through teachers.

School Data Analysis

Introduction

The School Data Analysis (SDA) is a diagnostic tool intended to facilitate rich and deep collaborative discussions among staff members about school data. The SDA can serve as a guide to determine a school's strengths and challenges as well as directions for improvement based on an analysis of data and responses to a series of data - related questions in content areas. This data collection and analysis process should include the identification of achievement gaps as well as reflections on possible causes for these gaps. This diagnostic represents the various types of data that should be continuously collected, reviewed, analyzed and evaluated. Completion of the SDA is one piece of a school's comprehensive needs assessment process.

Demographic Data

Demographic data is data that provides descriptive information about the school community. Examples may include enrollment, attendance, grade levels, race/ethnicity, gender, students with disabilities, English learners, socio-economic status, graduation rate, suspensions/expulsions, etc.

Student Demographic Data

1. In looking at the three year trend in student enrollment data, what challenges have been identified?

Our current enrollment at Midland Public Schools has been decreasing. We recently closed elementary and middle schools to help offset a decrease in population. We are currently in stable enrollment pattern. Our district has recently offered incentives for teacher who are eligible to retire. There will be a sizable increase in new staff district wide.

Other challenges would include a decrease in building budgets, building administration and programs.

Student Demographic Data

2. In looking at the three year trend in student attendance data, what challenges have been identified?

Our attendance patterns show a trend of improvement. However, students who don't attend, don't tend to perform as well as those students who attend on a regular basis. They miss content and curriculum the attending population receives. Challenges are proactively identifying those students with attendance difficulties and working to improve those individual trends. The goal is on-time graduation for all students.

Student Demographic Data

3. In looking at the three year trend in student behavior data (discipline referrals, suspensions and expulsions), what challenges have been identified?

11-12 156 suspensions 89 total students suspended at least once, 12-13 92 suspensions 67 students suspended at least once. 13-14 92 total suspensions, 69 students suspended at least once. 15-16 65 total suspensions with 45 students suspended at least once.

Student Demographic Data

4. What action(s) could be taken to address any identified challenges with student demographic data?

We are trying to market the school to increase enrollment. We would like to do more to showcase our programs and achievements to draw more students. Our attendance trends are improving. Our discipline reports regarding suspensions have declined over the last 3-4 years. We are using the EWIMS program to identify students who show characteristics of falling behind academically.

Teacher/School Leader(s) Demographic Data

5. As you review the number of years of teaching and administrative experience of the school leader(s) in your building, what impact might this have on student achievement?

Our student achievement is relatively high compared to the state standards and school ratings. Research indicates the most important factor related to student achievement is good teaching. We have strong, experienced teachers at Dow High school. Therefore, they have a positive impact on student outcomes. Our principal has 35 years of experience with more than 20 in administration. Two of our assistant principals have more than 15 years of education experience. Further, assistant principals actively evaluate 3/4 of the teaching staff. This allows administration to directly provide feedback and resources to classroom teachers.

Teacher/School Leader(s) Demographic Data

6. As you review the number of years of teaching experience of teachers in your building, what impact might this have on student achievement?

Our student achievement is relatively high compared to the state standards and school ratings. Research indicates the most important factor related to student achievement is good teaching. We have strong, experienced teachers at Dow High school. Therefore, they have a positive impact on student outcomes.

Teacher/School Leader(s) Demographic Data

7. As you review the total number of days for school leader absences and note how many were due to professional learning and /or due to illness, what impact might this have on student achievement?

The majority of the absences taken by school leaders were for training. These training opportunities were valuable to the progress of the building and the education provided. The administrative group did not remove all leaders at one time for a particular training to ensure management of the building. Further, teachers were with the administrators for the trainings. This allowed for effective resource allocation and communication from the early stages of new learning. These efforts help student achievement.

Teacher/School Leader(s) Demographic Data

8. As you review the total number of days for teacher absences due to professional learning and/or illness, what impact might this have on student achievement?

Teacher absences likely do not positively affect student achievement. Encouragingly, our absences due to illness decreased by over 100 from 2012 to 2013 and by another 46 days from 2013 to 2014. Teacher absences for training increased by 53 days from 2013-2014. In 2014-15 the number of training days used was over 253 days taken by 63 of our 80 teachers and administrators. In 2015-16 the number of training days taken by staff was 235 days taken by 61 of our 75 staff. The training absences have opportunity cost. The teachers likely benefit from the learning experiences and bring those tactics back to their classrooms. There may be an expense, in the short term, regarding student outcomes. However, the staff feel the training is, overall, worthwhile. Our absence rates for teachers are not of great concern at this time.

Teacher/School Leader(s) Demographic Data

9. What actions might be taken to address any identified challenges regarding teacher/school leader demographics?

We do not have concerns in this area at this time.

Process Data

Process data is information about the practices and procedures schools use to plan, deliver and monitor curriculum, instruction and assessment.

10. In reviewing the results of the School Systems Review or the Interim Self Assessment/Self Assessment, what strands/standards/indicators stand out as strengths?

Instructional Leadership and Culture for Learning, were determined "full".

11. In reviewing the results of the School Systems Review or the Interim Self Assessment/Self Assessment, what strands/standards/indicators stand out as challenges?

The area of assessment was rated as "partial" in three out of four areas. The concern was the assessment system utilized by the district pertaining to formative assessments aligned to curriculum. Further, district, school and classroom assessments are not vertically and horizontally aligned across grades and content areas. This creates difficulty in cohesion between courses and grades. Further, staff does not utilize data to a full enough extent in making instructional decisions. In communication, we need to address diversity and understanding of process by all decision makers.

12. How might these challenges impact student achievement?

Further buy in from stakeholders should increase collaboration and effort toward school improvement and initiatives. Assessment alignment would increase reliable decision making for teaching sequence, review of important standards and departmental cohesiveness across subjects.

13. What actions could be taken and incorporated into the School Improvement Plan to address these challenges from the School Systems Review or the Interim Self Assessment/Self Assessment.

The HRS model is designed to address several of these challenge areas. Data collection through the HRS system has revealed similar difficulties and areas to address these issues. Teachers are beginning to do what can be done at the building level to identify priority standards and more technically adequate assessments. We have currently implemented instructional rounds and PLC's to help our staff with Purposeful Planning and Impact of Professional Learning.

14. How do you ensure that students with disabilities have access to the full array of intervention programs available i.e. Title I, Title III, Section 31a, IDEA, credit recovery, extended learning opportunities?

School is in compliance with IDEA, and Section 504. Individualized plans for these students address needs to access curriculum and maintain course for graduation. Students with disabilities have full access to the aforementioned programs. We are not a Title 1 building, therefore have no direct resources. Title 2 funds were largely designated to other buildings. Credit recovery is allocated through assistant principals, guidance counselors and teachers. This is accomplished through our E2020 learning program. Dow high also has a Mentor

Center for after school tutoring and Lunch Study during the day. Students are referred by their teachers.

15. Describe the Extended Learning Opportunities that are available for students and in what grades they are available?

We offer dual enrollment, seat time waiver, early college opportunities, Bay Arenac career center GMCA, Co-operative education, Midland County CTE Consortium, Online learning, as well as advanced curriculum opportunities through AP and IB classes.

16. What is the process for identifying students for Extended Learning Opportunities and how are parents notified of these opportunities?

Decisions regarding curriculum, instruction and assessment are made at a district and building level. Regarding macro issues in these areas, district stakeholders (curriculum director, curriculum coordinators, etc.) make decisions and pass information to stakeholders in buildings for information. For building improvement, Dow High school has a building leadership team with representatives from all curricular areas. The direction of the aforementioned areas is discussed and planned for by this group. The group then communicates with their respective departments for implementation. Parent Town Hall meetings, online listing of curriculum for access, individual student/parent meetings, IB, curriculum night, incoming student and parent information night, building newsletters provide notification and explanation of opportunities.

17. What evidence do you have to indicate the extent to which the state content standards are being implemented with fidelity i.e. horizontal and vertical alignment, in all content courses and grade levels?

Currently, we rely on district constructed common assessments in curricular areas, the MSTEP which aligns with the SAT series, and MME regarding attainment of standards. We identified vertical and horizontal alignment of assessments to be an area of concern.

18. How does your school use health survey/screener results (i.e. MIPHY) to improve student learning? Answer only if you completed a health survey/ screener.

NA

Achievement/Outcome Data

Achievement/outcome data tell us what students have learned. These include classroom-level, benchmark, interim and formative assessment data as well as summative data such as standardized test scores from annual district and state assessments. If the school completed the Student Performance Diagnostic for the AdvancED External Review, please insert 'See Student Performance Diagnostic' in each text box.

19a. Reading- Strengths

Based upon MSTEP results, ELA was our highest level area of student achievement. 77.6 percent of our juniors scored a 3 or 4 on the MSTEP in 2015. Further, our ELA scores are above the state average. Reading trends, examining the past seven years of MME data, show improvement in overall reading and within Special Education and low SES populations.

19b. Reading- Challenges

Our challenge is to maintain the positive trends we are noticing in overall reading and the comparative reading of subgroups.

19c. Reading- Trends

Examining seven year percentages and mean scores, per MME categories, Reading shows a positive trend regarding increased proficiency (students scoring a 1 or 2) Reading shows trends indicating a progressive decrease in the Not Proficient category (students scoring a 4). Trends also show a decrease in the achievement gap regarding students with disabilities and low SES students. Although the trend toward improvement is improving, the R value is not strong.

The State of Michigan has recently changed from the MME to the MSTEP assessment. Dow High is currently showing 77.6 % of our 11th grade students are proficient.

19d. Reading- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

Teachers will continue to implement RAISE strategies in their classrooms across subjects. Teachers will continue to participate in professional learning communities across subject and curriculum areas.

20a. Writing- Strengths

The percentage of students scoring in the Not Proficient category is decreasing. Trends over the last seven years have shown a consistent improvement in this area. Further, the percentage of students passing has been increasing over the same time period.

20b. Writing- Challenges

Our challenge is to break the 80% barrier of proficiency. We have been consistently in the mid to high seventy percent range for the last five years. The trend of improvement has flattened without reaching this new "milestone."

20c. Writing- Trends

Trends show an increase of students passing the MME, over the last seven years, with a decrease in students in the Not Proficient category. The gap between low SES students and non has shown a trend of improvement/reduction over the last five years. The gap between special education students and non has increased over five years.

20d. Writing- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no

challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

We are implementing Reading for Understanding - Talk to the Text. We will continue to use Writing Across the Curriculum. Co teaching methods are being reviewed for improvement in techniques and teacher pairings. Our teachers will also continue working in Professional Learning Communities in the future.

21a. Math- Strengths

Over the last seven years there has been a decrease in students scoring in the Not Proficient category on the MME.

On the MSTEP assessment our score was 63.5% in math in 2015. This score is well above the state average of 28.5%.

21b. Math- Challenges

Until the 2014 data set was incorporated, we were enjoying a positive trend of students passing the MME. However, the data from 2014 changed the trend to negative.

At HHD we had 62% of our 11th grade students proficient. Our challenges are noted in the special education population with only 4% attaining proficiency. In our ED population only 35.6% attained proficiency.

21c. Math- Trends

The new baseline data with the new testing system MSTEP shows we had 63.5% of our 11th grade students proficient in math.

21d. Math- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on

tiered instruction if appropriate.

The following activities will be used: Students will be placed in groups with preselected questions and encouraged to discuss problem solving strategies. Facilitators will monitor, encourage, and redirect when needed. These discussion groups may meet during the school day as well as after school. Experienced teachers (IB, AP, Integrated) will share their training and experience with staff who are not currently teaching those courses. Teachers will model and expose colleagues to the instructional techniques needed to address the summative assessments/challenges in each subject area. Also, Instructional Rounds will continue and content related vocabulary will be explicitly taught. The Math teachers will continue working in Professional Learning Communities in the future.

22a. Science- Strengths

Our baseline data shows 62.1% of our 11th grade students are proficient in science.

22b. Science- Challenges

Lack of consistent improvement in the amount of students scoring the not proficient category. The MSTEP data shows 4.8% of our eleventh grade SE population is proficient. In our ED population a score of 35.6% are proficient.

22c. Science- Trends

This is the first year of a new state assessment /MSTEP. Our baseline data in science indicates 62.1% of our 11th grade is proficient.

22d. Science- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

We will work to increase instructional capacity through Instructional Rounds, identifying essential standards and video taping and troubleshooting pedagogy in the classroom. Professional Learning Communities have been established and continue to work efficiently in this subject area toward improved student achievement.

23a. Social Studies- Strengths

The new state assessment MSTEP shows a baseline of 70.2% of our 11th grade students are proficient.

23b. Social Studies- Challenges

4.8% of our SE population was proficient in social studies, 28.9% of our ED students were proficient.

23c. Social Studies- Trends

Over the past seven years, data indicates a steady decrease in students meeting MME proficiency and an increase in those scoring in the Not Proficient category. However, the gaps between special education students and low SES students and non have decreased over the last five years.

The new state assessment data indicates that 70.2% of our eleventh grade students are deemed proficient.

23d. Social Studies- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

Teachers will collaborate with colleagues to develop formative activities and assessments to guide instruction. Development will take place both in District-level Professional Development sessions and Building-level Department meetings. Formative assessment tools, utilizing a common departmental vocabulary, will be created both within specific courses and across courses in Social Studies. Summative assessments will, logically, follow in development. Essential Standards will be identified, focused, and integrated into the scope and sequence of the assessment process in each course. Teachers will continue researched-based reading strategies with informational text. Implementation of RAISE strategies across the curriculum with continued training. Social Studies teachers will collaborate with English department staff to develop, standardize, and incorporate key concepts/vocabulary and the 6+1 Traits of Writing to enhance learning of the curriculum in each grade level. Cross department, integrative writing assignments will be key.

Teachers will continue to work in subject area professional learning communities to improve student achievement. Instructional Rounds will continue to be promoted and modeled in the building.

Perception Data

Perception data is information collected that reflects the opinions and views of stakeholders. If the school completed the Stakeholder Feedback Diagnostic for the AdvancED External Review, please insert 'See Stakeholder Feedback Diagnostic' in each text box for survey feedback already collected from students, parents and staff.

24a. Student Perception Data

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

Quality of programs and education offered.

24b. Student Perception Data

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

Teachers individualizing instruction based on learning needs of students.

24c. Student Perception Data

What actions will be taken to improve student satisfaction in the lowest area(s)?

Instructional rounds, video taping of lessons with feedback and coaching, and RAISE reading strategies.

25a. Parent/Guardian Perception Data

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

School safety and opportunities offered for students.

25b. Parent/Guardian Perception Data

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

Teachers working as a team to help students learn and meeting student needs by individualized instruction. Both areas had low marks in the survey.

25c. Parent/Guardian Perception Data

What actions will be taken to improve parent/guardian satisfaction in the lowest area(s)?

Instructional rounds, video taping of lessons with feedback and coaching, and RAISE reading strategies. Also, cross departmental collaboration for assessments.

26a. Teacher/Staff Perception Data

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

Qualification of staff, opportunities for students and leadership accountability standards for student learning.

26b. Teacher/Staff Perception Data

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

Teacher training in the use and interpretation of data for instruction.

26c. Teacher/Staff Perception Data

What actions will be taken to improve teacher/staff satisfaction in the lowest area(s)?

HRS model implementation and data management and training within departments.

27a. Stakeholder/Community Perception Data

What area(s) indicate the overall highest level of satisfaction among stakeholders/community?

Opportunities offered and safety of the school.

27b. Stakeholder/Community Perception Data

What area(s) indicate the overall lowest level of satisfaction among stakeholders/community?

Individualized instruction and collaboration between teachers.

27c. Stakeholder/Community Perception Data

What actions will be taken to improve the level of stakeholder/community satisfaction in the lowest area(s)?

Instructional rounds, video taping of lessons with feedback and coaching, and RAISE reading strategies.

Summary

28a. Summary

Briefly summarize the strengths and challenges identified in the four kinds of data-demographic, process, achievement/outcomes and perception.

We need to incorporate our stakeholders more in decision making. Further, we need to strategically collaborate more as a staff to improve teaching methods to better individualize instruction and assessment.

28b. Summary

How might the challenges identified in the demographic, process and perception data impact student achievement?

The perception data indicated a need to increase collaboration for instructional improvement. We are addressing these needs with the HRS initiative, Instructional Rounds, RAISE and our professional development model. These efforts will lead to improvements in instruction across the building. This will increase student achievement.

28c. Summary

How will these challenges be addressed in the School Improvement Plan's Goals, Measurable Objectives, Strategies and Activities for the upcoming year? For Priority Schools, which of these high need areas will inform the Big Ideas and the Reform/Redesign Plan?

The aforementioned techniques will be incorporated as activities in each subject area. Each area has an objective to increase instructional capacity, designed to meet the needs identified by the data review.

School Additional Requirements Diagnostic

Introduction

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

School Additional Requirements Diagnostic

Label	Assurance	Response	Comment	Attachment
1.	Literacy and math are tested annually in grades 1-5.	No	We are a building with grades 9-12.	

Label	Assurance	Response	Comment	Attachment
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 in the box below.	Yes	https://www.midlandps.org/Pages/Annual-Education-Report.aspx	

Label	Assurance	Response	Comment	Attachment
3.	Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.	Yes		

Label	Assurance	Response	Comment	Attachment
4.	Our school reviews and annually updates the EDPs to ensure academic course work alignment.	Yes		

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

Label	Assurance	Response	Comment	Attachment
6.	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	Brian Brutyn Assistant Superintendent Midland Public Schools 600 E. Carpenter Street Midland MI 48640 989-923-5018	

School Improvement Plan

H.H. Dow High School

Label	Assurance	Response	Comment	Attachment
7.	The institution has a School-Parent Involvement Plan (that addresses Section 1118 activities) that is aligned to the District's Board Policy. If yes, please attach the School-Parent Involvement Plan below.	No		

Label	Assurance	Response	Comment	Attachment
8.	The institution has a School-Parent Compact. If yes, please attach the School-Parent Compact below.	No		

Label	Assurance	Response	Comment	Attachment
9.	The School has additional information necessary to support your improvement plan (optional).	No		

H.H. Dow High School School Improvement Plan: 2016-17**

Overview

Plan Name

H.H. Dow High School School Improvement Plan: 2016-17**

Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	85% of students at H.H. Dow High School will be proficient in English Language Arts.	Objectives: 4 Strategies: 5 Activities: 7	Academic	\$4250
2	85% of students at H.H. Dow High School will be proficient in Social Studies.	Objectives: 2 Strategies: 2 Activities: 4	Academic	\$1000
3	85% of students at H.H. Dow High School will be proficient in Science.	Objectives: 2 Strategies: 2 Activities: 5	Academic	\$500
4	85% of students at H.H. Dow High School will be proficient at Math.	Objectives: 2 Strategies: 4 Activities: 5	Academic	\$4850
5	H. H. Dow High School will achieve all five levels of the Marzano High Reliability Schools framework.	Objectives: 1 Strategies: 1 Activities: 3	Organizational	\$7000

Goal 1: 85% of students at H.H. Dow High School will be proficient in English Language Arts.

Measurable Objective 1:

78% of Eleventh grade students will demonstrate a proficiency in reading in English Language Arts by 06/17/2016 as measured by MSTEP.

Strategy 1:

Building Instructional Capacity - ELA teachers will build their skill set in engagement, reading, writing and general instructional methodology to improve student performance.

Category: English/Language Arts

Research Cited: "The Art and Science of Teaching" by Robert Marzano

"Instructional Rounds in Education" by City, Elmore, Fiarman and Teitel

"Leading Instructional Rounds in Education" by Thomas Fowler-Finn

Tier:

Activity - Professional development in reading	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in Professional Learning Communities focused on improving their skill set in engagement, reading, writing and general instructional methodology to improve student performance.	Professional Learning	Tier 1	Implement	09/06/2016	06/16/2017	\$1000	General Fund	ELA department members and Administration.

Activity - Instructional Rounds	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All English teachers have the opportunity to observe colleagues who model best practice teaching strategies and in turn implement similar strategies in their own classrooms, enhancing professional effectiveness to improve student learning.	Professional Learning	Tier 1	Implement	09/06/2016	06/16/2017	\$1000	General Fund	Administrators, teachers, staff

Strategy 2:

Enhancing Inquiry Instruction - Inquiry instruction will improve student investment by allowing student questions to guide content delivery and exploration.

Category: English/Language Arts

Research Cited: Research shows that the amount of student learning that occurs in a classroom is directly proportional to the quality and quantity of student involvement in the educational program (Cooper and Prescott 1989). Yet, research studies indicate that teachers typically dominate classroom conversation, consuming nearly 70% of classroom time. Inquiry-based instructional approaches reverse this trend, placing students at the helm of the learning process and teachers in the role of learning facilitator, coach, and modeler.

School Improvement Plan

H.H. Dow High School

Tier: Tier 1

Activity - Teacher Training on 5D+ Student Engagement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrators trained in 5D+ have provided training and feedback to teachers in the Student Engagement Domain. This will support teachers as they progress through the indicators of the rubric.	Teacher Collaboration	Tier 1	Implement	09/06/2016	06/16/2017	\$1000	General Fund	Administrators and Staff

Measurable Objective 2:

47% of Students with Disabilities students will demonstrate a proficiency in reading in English Language Arts by 06/30/2016 as measured by the Michigan Merit Examination.

Strategy 1:

Reading Fluency Intervention - Students will be given targeted instruction using the 6 Minute Solution model. This timed reading strategy will provide fluency practice and encourage reading grade-level increase.

Category:

Research Cited: National Reading Panel 2000, Florida Center for Reading Research

Tier: Tier 2

Activity - Six-Minute Solution	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in 9th and 11th grades will preview and read texts with peers 3-5 times per week in timed increments and track progress.	Academic Support Program	Tier 3	Monitor	09/08/2015	06/30/2016	\$250	Special Education	Special Education Teachers, General Education Co-Teachers, Special Services Supervisor, Principal

(shared) Strategy 2:

Co-Taught ELA Classes - Some students with disabilities will be enrolled in co-taught classes where instruction is intensified by the presence of two teachers; one special education teacher will focus on instructional delivery and one general educational teacher will focus on content proficiency.

Category:

Research Cited: NICHCY Research

Tier: Tier 1

School Improvement Plan

H.H. Dow High School

Activity - Six Models of Co-Teaching	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Co-teachers will implement the six models of co-teaching: One teach, one observe; one teach, one assist; alternative teaching; parallel teaching; station teaching; and team teaching.	Academic Support Program	Tier 1	Evaluate	09/08/2015	06/30/2016	\$0	No Funding Required	Special education teachers, general education teachers, Special Services Supervisor, Principal

Measurable Objective 3:

78% of Eleventh grade students will demonstrate a proficiency in writing in English Language Arts by 06/16/2017 as measured by MSTEP.

Strategy 1:

Talk To The Text or T4 - Students will be exposed to curricular text where they will

ELA group will train staff at building Professional Development. Targeted Instructional Rounds will be used to help

Category: English/Language Arts

Tier: Tier 1

Activity - Instructional Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ELA teachers will provide instruction to all students in the areas of conventions, organization, ideas, voice, word choice, sentence fluency, and presentation.	Academic Support Program	Tier 1	Monitor	09/06/2016	06/16/2017	\$1000	General Fund	All ELA Staff, ELA Teacher Leader, Principal

Activity - Writing Across the Content Areas	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will incorporate Writing to Learn opportunities within their content areas focusing on word choice (academic vocabulary). Writing to Learn activities will continue to be provided during professional development meetings.	Academic Support Program	Tier 1	Monitor	09/06/2016	06/16/2017	\$0	General Fund	All instructional staff and administration

Measurable Objective 4:

17% of Students with Disabilities students will demonstrate a proficiency in writing in English Language Arts by 06/30/2016 as measured by the Michigan Merit Exam.

(shared) Strategy 1:

Co-Taught ELA Classes - Some students with disabilities will be enrolled in co-taught classes where instruction is intensified by the presence of two teachers; one special education teacher will focus on instructional delivery and one general educational teacher will focus on content proficiency.

Category:

Research Cited: NICHCY Reseach

Tier: Tier 1

Activity - Six Models of Co-Teaching	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Co-teachers will implement the six models of co-teaching: One teach, one observe; one teach, one assist; alternative teaching; parallel teaching; station teaching; and team teaching.	Academic Support Program	Tier 1	Evaluate	09/08/2015	06/30/2016	\$0	No Funding Required	Special education teachers, general education teachers, Special Services Supervisor, Principal

Goal 2: 85% of students at H.H. Dow High School will be proficient in Social Studies.

Measurable Objective 1:

72% of Eleventh grade students will demonstrate a proficiency of content standards in Social Studies by 06/17/2016 as measured by MSTEP.

Strategy 1:

Building Instructional Capacity - Social Studies teachers will build their skill sets in engagement, reading, writing and general instructional methodology to improve student Social Studies performance.

Category: Social Studies

Research Cited: National Reading Panel 2000

"Building Background Knowledge for Academic Achievement: Research on What Works in Schools" by Robert Marzano

"The Art and Science of Teaching" by Robert Marzano

"Instructional Rounds in Education" by City, Elmore, Fiarman and Teitel

"Leading Instructional Rounds in Education" by Thomas Fowler-Finn

Tier: Tier 1

School Improvement Plan

H.H. Dow High School

Activity - Instructional Rounds	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Social Studies teachers have the opportunity to observe colleagues who model best practice teaching strategies and in turn implement similar strategies in their own classrooms, enhancing professional effectiveness to improve student learning. Social Studies staff will be offered the opportunity to visit Department colleagues' classrooms on an ad hoc basis to facilitate collaboration and potential synergy.	Professional Learning	Tier 1	Implement	09/06/2016	06/16/2017	\$1000	General Fund	Social Studies Teacher Leader, Social Studies Curriculum Specialist, Building Principal, Building Leadership Team, Instructional Rounds Team, General and Special Education teachers
Activity - Enhance Curriculum Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will collaborate with colleagues to develop formative activities and assessments to guide instruction. Development will take place both in District-level Professional Development sessions and Building-level Department meetings. Formative assessment tools, utilizing a common departmental vocabulary, will be created both within specific courses and across courses in Social Studies. Summative assessments will, logically, follow in development. Essential Standards will be identified, focused, and integrated into the scope and sequence of the assessment process in each course.	Supplemental Materials	Tier 1	Getting Ready	09/06/2016	06/16/2017	\$0	No Funding Required	Social Studies Teacher Leader
Activity - Learning Goals Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Social Studies staff will, as a matter of consistent practice, engage students by posting Learning Goals for lessons/units.	Direct Instruction	Tier 1	Implement	09/06/2016	09/15/2017	\$0	No Funding Required	Social Studies Lead Teacher; Administrative Evaluative Staff

School Improvement Plan

H.H. Dow High School

Measurable Objective 2:

29% of Students with Disabilities students will demonstrate a proficiency of content standards in Social Studies by 06/30/2016 as measured by the Michigan Merit Exam.

Strategy 1:

Co-Taught Social Studies Classes - Students with disabilities will be enrolled in co-taught classes where instruction is intensified by the presence of two teachers; one special education teacher to focus on instructional delivery and one general education teacher to focus on content proficiency.

Category: Social Studies

Research Cited: NICHCY Research

Tier: Tier 1

Activity - Six Models of Co-Teaching	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Co-teachers will demonstrate the six different models of co-teaching: One teach, one observe; one teach, one assist; alternative teaching; parallel teaching; station teaching; and team teaching.	Academic Support Program	Tier 1	Evaluate	09/06/2016	06/16/2017	\$0	No Funding Required	Special Education teachers, General Education teachers, Special Services Supervisor, Building Principals

Goal 3: 85% of students at H.H. Dow High School will be proficient in Science.

Measurable Objective 1:

65% of Eleventh grade students will demonstrate a proficiency in content expectations in Science by 06/17/2016 as measured by the Michigan Merit Examination..

Strategy 1:

Building Instructional Capacity - Science teachers will build their skill set in engagement, reading, writing and general instructional methodology to improve student Science performance.

Category: Science

Research Cited: National Reading Panel

Classroom Instruction that Works, Marzano, 2001

"The Art and Science of Teaching" by Robert Marzano

"Instructional Rounds in Education" by City, Elmore, Fiarman and Teitel

"Leading Instructional Rounds in Education" by Thomas Fowler-Finn

School Improvement Plan

H.H. Dow High School

Tier: Tier 1

Activity - Instructional Rounds	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All English teachers have the opportunity to observe colleagues who model best practice teaching strategies and in turn implement similar strategies in their own classrooms, enhancing professional effectiveness to improve student learning.	Professional Learning	Tier 1	Implement	09/06/2016	06/16/2017	\$500	Title II Part A	Instructional staff; special education teachers, instructional rounds teacher, Administrative staff

Activity - Create Essential Standards & Create Learning Goals	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Establish essential standards and learning goals for each curricular area of science.	Curriculum Development	Tier 1	Getting Ready	09/06/2016	06/16/2017	\$0	Other	science teachers, special education teachers, administration

Measurable Objective 2:

15% of Students with Disabilities students will demonstrate a proficiency in content expectations in Science by 06/30/2016 as measured by the Michigan Merit Exam.

Strategy 1:

Co-Taught Science Classes - Students with disabilities will be enrolled in co-taught classes where instruction is intensified by the presence of two teachers; one special education teacher will focus on instructional delivery and one general education teacher will focus on content proficiency.

Category: Science

Research Cited: NICHCY Research

Tier: Tier 1

Activity - Six Models of Co-Teaching	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
--------------------------------------	---------------	------	-------	------------	----------	-------------------	-------------------	-------------------

School Improvement Plan

H.H. Dow High School

Co-teachers will implement the six different models of co-teaching: One teach, one observe; one teach, one assist; alternative teaching; parallel teaching; station teaching; and team teaching.	Academic Support Program	Tier 1	Evaluate	09/06/2016	06/16/2017	\$0	No Funding Required	Special Education teachers, General Education teachers, Special Services Supervisor, Building Principals
--	--------------------------	--------	----------	------------	------------	-----	---------------------	--

Activity - Cross Curricular Writing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Science teachers and special educators will collaborate to identify ways to embed opportunities for writing into lesson plans to improve content mastery through writing.	Curriculum Development	Tier 1	Monitor	09/06/2016	06/16/2017	\$0	Title II Part A	General Educator teachers, Special Education teachers, Special Services Supervisor, Building Principals

Activity - Vocabulary Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Science teachers will identify and assess key vocabulary terms to improve comprehension of the science curriculum.	Curriculum Development	Tier 1	Implement	09/06/2016	06/16/2017	\$0	Title II Part A	Science general education teachers, special education teachers, Special Services Supervisor, Building Principals

Goal 4: 85% of students at H.H. Dow High School will be proficient at Math.

Measurable Objective 1:

67% of Eleventh grade students will demonstrate a proficiency of content standards in Mathematics by 06/17/2016 as measured by Michigan Merit Exam.

School Improvement Plan

H.H. Dow High School

Strategy 1:

Building instructional capacity - Math teachers will build their skill set in engagement, reading, writing and general instructional methodology to improve student math performance.

Category: Mathematics

Research Cited: "Classroom Instruction that Works", Marzano, 2001

"The Art and Science of Teaching" by Robert Marzano

"Instructional Rounds in Education" by City, Elmore, Fiarman and Teitel

"Leading Instructional Rounds in Education" by Thomas Fowler-Finn

Professional Standards for Teaching Mathematics, National Council of Teachers of Mathematics, 1991

Tier: Tier 1

Activity - Instructional Rounds	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math teachers have the opportunity to observe colleagues who model best practice teaching strategies and in turn implement similar strategies in their own classrooms, enhancing professional effectiveness to improve student learning.	Professional Learning	Tier 1	Implement	09/06/2016	06/16/2017	\$2500	School Improvement Grant (SIG), Title II Part A	Math Curriculum Specialist Teacher Leader Math Teachers Instructional Rounds Team
Activity - Vocabulary Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math PLC will focus on vocabulary in each Math Curricular area. Intentional efforts to emphasize content specific vocabulary in ways discussed in Vocabulary for the Common Core by Marzano and Simms.	Direct Instruction	Tier 1	Getting Ready	09/06/2016	06/16/2017	\$1000	General Fund	Math department, Special Education co-teachers

Strategy 2:

Inquiry Style Instruction - Inquiry instruction will improve student investment by allowing student questions to guide content delivery and exploration.

Category: Mathematics

Research Cited: Research shows that the amount of student learning that occurs in a classroom is directly proportional to the quality and quantity of student involvement in the educational program (Cooper and Prescott 1989). Yet research studies indicate that teachers typically dominate classroom conversation, consuming nearly 70% of classroom time. Inquiry-based instructional approaches reverse this trend, placing students at the helm of the learning process and teachers in the role of learning facilitator, coach, and modeler.

School Improvement Plan

H.H. Dow High School

Tier: Tier 1

Activity - Teacher Training on 5D+ Student Engagement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrators trained in 5D+ have provided training and feedback to teachers in the Student Engagement Domain. This will support teachers as they progress through the indicators of the rubric.	Teacher Collaboration	Tier 1	Implement	09/06/2016	06/16/2017	\$0	General Fund	Administrators, staff and teachers

Strategy 3:

Proficiency workshop - A subgroup of students who are predicted to be in the bottom 30% of proficiency will be given the opportunity for additional support in curriculum and test taking strategies.

Category: Mathematics

Tier: Tier 2

Activity - Facilitated discussion groups	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be placed in groups with preselected questions and encouraged to discuss problem solving strategies. Facilitators will monitor, encourage, and redirect when needed. These discussion groups may meet during the school day as well as after school.	Academic Support Program	Tier 2	Implement	09/06/2016	09/05/2017	\$750	General Fund	30 hours of release time will be needed. Two to three math faculty will run group sessions.

Measurable Objective 2:

14% of Students with Disabilities students will demonstrate a proficiency of content standards in Mathematics by 06/16/2017 as measured by the Michigan Merit Exam.

Strategy 1:

Co-teaching and Math labs - Students with disabilities will have access to a co-taught mathematics course and math lab to support their individual math skill deficiencies.

Category: Mathematics

Research Cited: Empowered High Schools, 2010

Curriculum Instruction that Works, Marzano, 2001

Curriculum Focal Points, National Council of Teachers of Mathematics, 2006

Professional Standards for Teaching Mathematics, National Council of Teachers of Mathematics, 1991

The Differentiated Math Classroom, Murray & Jorgeson, 2007

Tier: Tier 2

Activity - Teacher Collaboration for Integrated Mathematics Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Integrated and math lab teachers will have time to get together and discuss strategies to increase student proficiency.	Professional Learning	Tier 1	Evaluate	09/06/2016	06/16/2017	\$600	School Improvement Grant (SIG)	Math Teacher Leader Math Teachers Special Education Teachers

Goal 5: H. H. Dow High School will achieve all five levels of the Marzano High Reliability Schools framework.

Measurable Objective 1:

demonstrate a proficiency by achieving a 3.6 average, or greater, by 06/30/2017 as measured by The HRS Level 2 stakeholder surveys..

Strategy 1:

Communication of HRS framework - The strategy will educate all stakeholders regarding the HRS system, requirements and methodologies.

Category:

Research Cited: A handbook for High Reliability Schools by Marzano et.al. 2014

Tier: Tier 1

Activity - Monthly Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will collaborate to interpret and understand and implement the HRS characteristics, methodologies and assessments.	Professional Learning, Teacher Collaboration	Tier 1	Implement	08/21/2015	06/30/2016	\$6000	General Fund	H. H. Dow leadership team

Activity - Parent Programs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
----------------------------	---------------	------	-------	------------	----------	-------------------	-------------------	-------------------

School Improvement Plan

H.H. Dow High School

Parents will be provided an informational presentation to explain the HRS framework and school goals. This will lead into Town Hall meetings held once per semester	Parent Involvement, Community Engagement	Tier 1		08/21/2015	06/30/2016	\$500	Other	H. H. Dow leadership team
Activity - Student communication meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Student leadership representatives will meet with the building principal to understand and implement the HRS model. Student leaders will also meet with their fellow students regarding the HRS system, in contrived classroom dsicussions.	Other	Tier 1	Implement	08/21/2015	06/30/2016	\$500	Other	H. H. Dow leadership team and student leadership

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Six Models of Co-Teaching	Co-teachers will implement the six models of co-teaching: One teach, one observe; one teach, one assist; alternative teaching; parallel teaching; station teaching; and team teaching.	Academic Support Program	Tier 1	Evaluate	09/08/2015	06/30/2016	\$0	Special education teachers, general education teachers, Special Services Supervisor, Principal
Six Models of Co-Teaching	Co-teachers will demonstrate the six different models of co-teaching: One teach, one observe; one teach, one assist; alternative teaching; parallel teaching; station teaching; and team teaching.	Academic Support Program	Tier 1	Evaluate	09/06/2016	06/16/2017	\$0	Special Education teachers, General Education teachers, Special Services Supervisor, Building Principals
Learning Goals Implementation	Social Studies staff will, as a matter of consistent practice, engage students by posting Learning Goals for lessons/units.	Direct Instruction	Tier 1	Implement	09/06/2016	09/15/2017	\$0	Social Studies Lead Teacher; Administrative Evaluative Staff

School Improvement Plan

H.H. Dow High School

Six Models of Co-Teaching	Co-teachers will implement the six different models of co-teaching: One teach, one observe; one teach, one assist; alternative teaching; parallel teaching; station teaching; and team teaching.	Academic Support Program	Tier 1	Evaluate	09/06/2016	06/16/2017	\$0	Special Education teachers, General Education teachers, Special Services Supervisor, Building Principals
Enhance Curriculum Instruction	Teachers will collaborate with colleagues to develop formative activities and assessments to guide instruction. Development will take place both in District-level Professional Development sessions and Building-level Department meetings. Formative assessment tools, utilizing a common departmental vocabulary, will be created both within specific courses and across courses in Social Studies. Summative assessments will, logically, follow in development. Essential Standards will be identified, focused, and integrated into the scope and sequence of the assessment process in each course.	Supplemental Materials	Tier 1	Getting Ready	09/06/2016	06/16/2017	\$0	Social Studies Teacher Leader

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Monthly Professional Development	Staff will collaborate to interpret and understand and implement the HRS characteristics, methodologies and assessments.	Professional Learning, Teacher Collaboration	Tier 1	Implement	08/21/2015	06/30/2016	\$6000	H. H. Dow leadership team
Facilitated discussion groups	Students will be placed in groups with preselected questions and encouraged to discuss problem solving strategies. Facilitators will monitor, encourage, and redirect when needed. These discussion groups may meet during the school day as well as after school.	Academic Support Program	Tier 2	Implement	09/06/2016	09/05/2017	\$750	30 hours of release time will be needed. Two to three math faculty will run group sessions.
Instructional Rounds	All English teachers have the opportunity to observe colleagues who model best practice teaching strategies and in turn implement similar strategies in their own classrooms, enhancing professional effectiveness to improve student learning.	Professional Learning	Tier 1	Implement	09/06/2016	06/16/2017	\$1000	Administrators, teachers, staff

School Improvement Plan

H.H. Dow High School

Vocabulary Development	Math PLC will focus on vocabulary in each Math Curricular area. Intentional efforts to emphasize content specific vocabulary in ways discussed in Vocabulary for the Common Core by Marzano and Simms.	Direct Instruction	Tier 1	Getting Ready	09/06/2016	06/16/2017	\$1000	Math department, Special Education co-teachers
Instructional Rounds	Social Studies teachers have the opportunity to observe colleagues who model best practice teaching strategies and in turn implement similar strategies in their own classrooms, enhancing professional effectiveness to improve student learning. Social Studies staff will be offered the opportunity to visit Department colleagues' classrooms on an ad hoc basis to facilitate collaboration and potential synergy.	Professional Learning	Tier 1	Implement	09/06/2016	06/16/2017	\$1000	Social Studies Teacher Leader, Social Studies Curriculum Specialist, Building Principal, Building Leadership Team, Instructional Rounds Team, General and Special Education teachers
Writing Across the Content Areas	All staff will incorporate Writing to Learn opportunities within their content areas focusing on word choice (academic vocabulary). Writing to Learn activities will continue to be provided during professional development meetings.	Academic Support Program	Tier 1	Monitor	09/06/2016	06/16/2017	\$0	All instructional staff and administration
Professional development in reading	Teachers will participate in Professional Learning Communities focused on improving their skill set in engagement, reading, writing and general instructional methodology to improve student performance.	Professional Learning	Tier 1	Implement	09/06/2016	06/16/2017	\$1000	ELA department members and Administration.
Teacher Training on 5D+ Student Engagement	Administrators trained in 5D+ have provided training and feedback to teachers in the Student Engagement Domain. This will support teachers as they progress through the indicators of the rubric.	Teacher Collaboration	Tier 1	Implement	09/06/2016	06/16/2017	\$0	Administrators, staff and teachers
Teacher Training on 5D+ Student Engagement	Administrators trained in 5D+ have provided training and feedback to teachers in the Student Engagement Domain. This will support teachers as they progress through the indicators of the rubric.	Teacher Collaboration	Tier 1	Implement	09/06/2016	06/16/2017	\$1000	Administrators and Staff

School Improvement Plan

H.H. Dow High School

Instructional Strategies	ELA teachers will provide instruction to all students in the areas of conventions, organization, ideas, voice, word choice, sentence fluency, and presentation.	Academic Support Program	Tier 1	Monitor	09/06/2016	06/16/2017	\$1000	All ELA Staff, ELA Teacher Leader, Principal
--------------------------	---	--------------------------	--------	---------	------------	------------	--------	--

Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Vocabulary Development	Science teachers will identify and assess key vocabulary terms to improve comprehension of the science curriculum.	Curriculum Development	Tier 1	Implement	09/06/2016	06/16/2017	\$0	Science general education teachers, special education teachers, Special Services Supervisor, Building Principals
Instructional Rounds	Math teachers have the opportunity to observe colleagues who model best practice teaching strategies and in turn implement similar strategies in their own classrooms, enhancing professional effectiveness to improve student learning.	Professional Learning	Tier 1	Implement	09/06/2016	06/16/2017	\$500	Math Curriculum Specialist Teacher Leader Math Teachers Instructional Rounds Team
Cross Curricular Writing	Science teachers and special educators will collaborate to identify ways to embed opportunities for writing into lesson plans to improve content mastery through writing.	Curriculum Development	Tier 1	Monitor	09/06/2016	06/16/2017	\$0	General Educator teachers, Special Education teachers, Special Services Supervisor, Building Principals

School Improvement Plan

H.H. Dow High School

Instructional Rounds	All English teachers have the opportunity to observe colleagues who model best practice teaching strategies and in turn implement similar strategies in their own classrooms, enhancing professional effectiveness to improve student learning.	Professional Learning	Tier 1	Implement	09/06/2016	06/16/2017	\$500	Instructional staff; special education teachers, instructional rounds teacher, Administrative staff
----------------------	---	-----------------------	--------	-----------	------------	------------	-------	---

School Improvement Grant (SIG)

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Instructional Rounds	Math teachers have the opportunity to observe colleagues who model best practice teaching strategies and in turn implement similar strategies in their own classrooms, enhancing professional effectiveness to improve student learning.	Professional Learning	Tier 1	Implement	09/06/2016	06/16/2017	\$2000	Math Curriculum Specialist Teacher Leader Math Teachers Instructional Rounds Team
Teacher Collaboration for Integrated Mathematics Instruction	Integrated and math lab teachers will have time to get together and discuss strategies to increase student proficiency.	Professional Learning	Tier 1	Evaluate	09/06/2016	06/16/2017	\$600	Math Teacher Leader Math Teachers Special Education Teachers

Other

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Student communication meetings	Student leadership representatives will meet with the building principal to understand and implement the HRS model. Student leaders will also meet with their fellow students regarding the HRS system, in contrived classroom discussions.	Other	Tier 1	Implement	08/21/2015	06/30/2016	\$500	H. H. Dow leadership team and student leadership

School Improvement Plan

H.H. Dow High School

Parent Programs	Parents will be provided an informational presentation to explain the HRS framework and school goals. This will lead into Town Hall meetings held once per semester	Parent Involvement, Community Engagement	Tier 1		08/21/2015	06/30/2016	\$500	H. H. Dow leadership team
Create Essential Standards & Create Learning Goals	Establish essential standards and learning goals for each curricular area of science.	Curriculum Development	Tier 1	Getting Ready	09/06/2016	06/16/2017	\$0	science teachers, special education teachers, administration

Special Education

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Six-Minute Solution	Students in 9th and 11th grades will preview and read texts with peers 3-5 times per week in timed increments and track progress.	Academic Support Program	Tier 3	Monitor	09/08/2015	06/30/2016	\$250	Special Education Teachers, General Education Co-Teachers, Special Services Supervisor, Principal