



School Improvement Plan

Wayne Memorial High School

Wayne-Westland Community School District

Kevin Weber, Administrator
3001 4th St
Wayne, MI 48184-1358

TABLE OF CONTENTS

Introduction	1
--------------------	---

Executive Summary

Introduction	3
--------------------	---

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

School's Purpose	6
------------------------	---

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

Additional Information	9
------------------------------	---

Improvement Plan Stakeholder Involvement

Introduction	11
--------------------	----

Improvement Planning Process	12
------------------------------------	----

School Data Analysis

Introduction	14
--------------------	----

Demographic Data	15
------------------------	----

Process Data	18
--------------------	----

Achievement/Outcome Data	21
--------------------------------	----

Perception Data	28
-----------------------	----

Summary	34
---------------	----

School Additional Requirements Diagnostic

Introduction 37

School Additional Requirements Diagnostic 38

Goal and Plans for 2015-16

Overview 41

Goals Summary 42

 Goal 1: All students at Wayne Memorial High School will increase their achievement in English Language Arts 43

 Goal 2: All students at Wayne Memorial High School will increase their achievement in Mathematics 52

 Goal 3: All students at Wayne Memorial High School will increase achievement in Science 60

 Goal 4: All students at Wayne Memorial will increase their achievement in Social Studies 69

Activity Summary by Funding Source 78

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?

Wayne Memorial High School is a large suburban high school serving approximately 1700 students in grades nine through twelve. The school has been increasing its eighth grade enrollment by accelerating students from the feeder middle school to allow them to take high school level courses. The school is located in Wayne, Michigan which is a traditional walkable community built along the Rouge River and surrounding a historic downtown. The city of Wayne is home to more than 18,000 people. Major employers include Ford Motor Company and Oakwood Hospital. The city of Wayne faces extensive financial challenges. The city is currently in deficit. Several city programs, including the community center have been shut down. Despite the current municipal struggles, Wayne remains a proud city with people working to revitalize the community. Additionally, the high school continues to provide points of pride.

The school's enrollment has been decreasing in the last several years as families continue to migrate out of Southeastern Michigan. While the overall enrollment numbers have been decreasing, the number of students who are economically disadvantaged or receive special education services has been increasing. Over 64% of students enrolled at Wayne Memorial High receive free or reduced lunch.

Wayne Memorial High School and the community it serves is very diverse. Our school is 63% Caucasian, 34% African-American, and 2% Hispanic. We have 84 teachers on staff, with almost 58% of them having taught for at least 9 years.

Wayne Memorial is working hard to increase parent and community involvement. The school understands that research links high parental involvement to high student achievement. For this reason, there are many, many ways that parents and the community can become involved with the school and their child's education. Some examples include, Community Nights, athletic boosters, invitation to join school improvement team, liaison with out-reach groups such as family resource center and Wayne Youth Services, and communication opportunities through the listserve, wikis, mobile applications and websites. Additionally, the Principal serves as a liaison with the local Ministerial groups, the Salvation Army, and the local Rotary.

Additionally, WMHS has two very unique programs in Upward Bound and Champions of Wayne. The Upward Bound program is funded by the federal government under the Federal Trio umbrella. Wayne Memorial is the only high school in the country with a dedicated Upward Bound Program embedded into the high school. Each year the Upward Bound program provides intensive programming for around 100 students. The goal of this program is to increase college graduation rates for the students it serves. Champions of Wayne is a non-profit organization that is funded largely by private donors. The donors of this program fund a cash incentive-mentor program for all students at WMHS. The goal of this program is to provide students with a monetary incentive to strive for new levels of achievement while building staff and student relationships.

Wayne Memorial is proud to be the home of several Special Education programs for the county. Wayne Memorial has a SCI, SXI, POHI, and DD room for students.

During the 2016-17 school year, Wayne Memorial's campus will also house the alternative school. While Tinkham Alternative will be a separate school, it will operate as a school within a school model utilizing part of the physical building.

School's Purpose

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

Mission Statement: Success is the only option for our students. We have Wayne Pride!

Vision Statement:

Wayne Memorial High School will become a highly functional Professional Learning Community (PLC) where all students will learn at high levels. Our staff will work in collaborative teams focused on learning. All teams will use data to drive instruction and we will focus on answering the four basic questions of a PLC:

- 1.) What do we want students to learn?
- 2.) How are we going to know if they learned it?
- 3.) What are we going to do if they didn't learn it?
- 4.) How will we enrich those who already know it?

Belief Statement:

All children can learn at high levels.

Our school embodies this vision because we believe that ALL means ALL. Our staff works collaboratively in teams to share best practices that will meet the needs of all learners. We have a tiered approach to learning and have several supports in place for students who are struggling. Examples of these supports include 7th Hour Unit Recovery, Math Foundations Classes, English Strategies, and the Champion Program. We hold very high expectations for our kids and expect that they all can learn at high levels given enough time and support.

Wayne Memorial demonstrated an increase in student achievement across all subjects for the previous two years. This was the first year of the SAT, so we can not monitor our student trend data. The staff integrated some intensive focus on essential basic skills and writing across the curriculum. The staff plans to further the intensive focus on essential skills as we also shift to common core. The significant amount of intervention programs offered at Wayne Memorial has contributed to the increase in the retention rate and school-wide GPA (grade point average).

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.

Wayne Memorial continues to provide extensive opportunities for post-secondary success. Over the past three years, WMHS Senior classes have generated over 17 million dollars in scholarships. The class of 2016 received over 6.7 million dollars in scholarships. The class of 2015 received over five million dollars in scholarships. The class of 2014 received over five million dollars in college scholarships and included two Gates Millennium Scholars. Wayne Memorial has been home to three(3) Gates Millennium Scholars in the last three years.

Further, students have benefited from the Direct College program, with over 100 students are taking dual enrollment college classes while in high school. Last year, WMHS will be offering an Accelerated Direct College program that will allow students to earn 48 college credits in two years will still taking all core academic classes at WMHS.

We plan to continue our focus on the 5th year for students. Wayne Memorial will be again host for College Application Week. Wayne Memorial hopes to have 100% of eligible seniors apply to college before the end of November 2014. Additionally, Wayne Memorial and Upward Bound plan to host another College Fair. The purpose of the college fair is to help students connect to college and universities early in their high school career. We are also proud to have received a dedicated College Advisor through the MiCAN AdviseMI program. This addition to our staff will allow WMHS to work even closer with our students.

Our school has significantly increased the amount of parent and community involvement in the last three years. Our goal was for district students and families to consider Wayne Memorial High School the "safe haven" in the community. We have done this by hosting impressive community nights with regular attendance of over 1000 people. Our community involvement is outstanding. A few examples would include the local Rotary Club providing \$10,000 annually in scholarships to our students. Our Parent Volunteer Organization raises over \$10,000 annually by partnering with staff and community members to hold a yearly fundraising dinner event. In 2013-14, Wayne Memorial partnered with Wayne Youth Services to provide more support for student needing outside counseling and family services. This partnership has continued. In 2014-15, a tutor program was established to support students academically. Additionally, a truancy diversion program was started with Youth Services to provide extensive support for students with chronic absences.

Wayne Memorial has had a unique partnership with the Champions of Wayne program. This program is funded primarily by private donors. The program offers cash incentives for students to meet goals and participate in a mentoring program. The program gain local media attention this year when it hosted a Hollywood Movie Premier in downtown Wayne. The principal, assistant principal, and superintendent all spoke at this event. In 2014-15, the partnership between the program and the school will continued. The Champions program continues to be recognized as a unique and innovative program for students as it was featured on a local TV show and in a professional publication.

In 2015, our test scores improved significantly. This was the second year that our scores have been significantly increased. Over the previous years (2007-2013), our test scores had been flat. We instituted a school-wide non-fiction writing initiative and placed a heavy focus on targeted, tiered instruction. We held true to this and have seen tremendous growth in our teaching staff with the use of formative assessments to obtain data and efforts to use that data to support student growth. Several content areas plans to apply a master learning concept with their PLC to these essential skills. We are confident that we will continue to surpass our record high achievement with these strategies.

School Improvement Plan

Wayne Memorial High School

In 2016, the state of Michigan shifted to the SAT. Using concordance tables distributed by the College Board, it appears our scores are similar to the 2015 school year. Given that this was the first year of the SAT, our school is confident that we will continue to raise scores now that we have more information about what our students need to know.

Additional Information

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

- WMHS won the Education Excellence Award from the MASB for our community nights; it has been recognized as a program that increases parental involvement and community spirit.
- ACT Scores increased to record high for second straight year.
- The JROTC Leadership Team finished in the top five in the nation and placed in the top 20 in all events. The Wayne JROTC is the only team with this distinction.
- Boys Bowling Team won the Division 1 State Title in 2015.
- WMHS graduates from the class of 2016 will attend Stanford, Amherst, and Georgetown.

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 recruited by school administration and teacher leaders. The school Principal sits on various community and business committees and used those interactions to recruit stakeholders to assist in the development of the school improvement plan. Parents were recruited by school administration and teacher leaders as well. The school Principal sent invitations to parents via the school listserve and mailings. Parents were also selected from various booster organizations, since these parents had already demonstrated a willingness to get involved with their child's school. Parents, students, staff, and community members sit on our school steering committee.

Meetings were held directly after school where staff and students could be present. School administration also held meetings in the evening to accommodate parents and community members who worked during the day.

The Zebra Parent Advisory Council (ZPAC) also provides guidance to the principal. The principal meets with parents in this group every month. These parents were instrumental in advising the online registration process, online sign up for parent teacher conference, guest rules for homecoming and prom, and Senior communications.

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

Parents, students, staff, administration, and community members all contributed to the development of the school improvement plan. Information was gathered from all stakeholders through perception surveys, meeting discussions, and other communications. Staff was heavily involved with the curriculum, instruction, assessment, and intervention strategies. Parents and community members were involved with the parent and community involvement strategy.

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

The final school improvement plan is located on the Wayne Memorial High School website. It was also emailed to all staff members and steering committee members. Stakeholders are informed of the school's progress on the goals annually at the Open House. School administration presents data on each of the goals and discusses and student achievement gains or decreases at steering committee meetings and staff meetings. Teachers leaders and other steering committee members present the data and the final school improvement plan to the entire staff at our Spring professional development day.

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?

Wayne Memorial High School has seen a decline in student enrollment over the past three years. Unfortunately, when enrollment decreases staffing is decreased and the school receives less per pupil funding than in the past. The administration and governing body for the school consistently monitor and examine the funding to best utilize the resources available for the school. Even though enrollment trends are decreasing the economically disadvantaged population continues to stabilize at approximately 64%. The District has opened up to Intracounty School of Choice for the past two years which has helped the enrollment numbers from decreasing drastically. Without this initiative, the building would have an even greater decrease in enrollment. Ultimately, this trend has a significant impact on how funds are utilized.

Student Demographic Data

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

Student attendance continues to be a concern for the population of students at WMHS. Two years ago the school piloted an attendance policy to reinforce the importance of consistent attendance to school. Data has indicated that the attendance rates on a daily basis and passing rates had increased, however, the average grade point averages did not necessarily improve. Now that we have completed the second year of this pilot we have again altered the policy to better suit the needs of the population. However, WMHS continues to have a high percentage of the population that is consistently missing a minimum of fifteen days per semester. When students are consistently absent passing rates and consequently graduation rates continue to be a concern. Many of our subgroups with the greatest achievement gaps are also the same students who have the greatest number of days absent. Wayne Memorial High School has also been addressing this issue by holding truancy hearings with our local courts. Wayne Memorial has also increased its interactions with Wayne Youth Services. They are working with the families to set up any necessary resources in the community for both the students and parents.

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?

In the past three years Wayne Memorial High School has had a large number of students who have missed instructional time due to suspensions based on discipline referrals. In the classroom, teachers follow the positive behavioral program to reduce students who are sent to the office with office discipline referrals. The administration has also instituted a progressive discipline policy for minor infractions that includes a teacher phone call home, a detention, an administrative call home, and a documented warning prior to using in school suspension. After these steps are followed, progressive discipline is instituted with parent meetings with the Assistant Principals and then with the Principal built into the steps. With this instituted, discipline numbers for suspensions remain about the same; however, parent phone calls have dramatically increased in intensity and the number of behavior plans instituted has also increased in numbers. These behavior plans include checking in with a social worker or counselor. Disruptions that occur outside of the classroom typically result in suspensions as

consequences. The transient population of our county/school also limits information that is provided for students. Many times the school is not aware of a student's behavior history when he/she first starts attending Wayne Memorial High School. If staff and administration had more history about a student, it would allow the school to better meet the needs of the individual student. When student records are not promptly provided to the school it can negatively impact the immediacy of the support services the student requires to be successful.

Student Demographic Data

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

The administration and governing body for Wayne Memorial High School continuously identify and address challenges impacting student success. Each year policies and programs are evaluated throughout our professional development program as well as through staff surveys and data analysis to ensure they are positively impacting student success. The attendance policy, positive behavior policy, discipline policy, and any other programs are adjusted as necessary. The 31A programs such as math foundations, unit recovery in Algebra, English Strategies, and E2020 credit recovery courses are closely monitored and data is collected on their effectiveness. Increased work with Wayne Youth services is also helping with these challenges. Wayne Youth Services is offering tutoring inside the building this year and visiting students during the school day to monitor progress. Also, as funding decreases many staff members have sought out grants and other opportunities for resources for students.

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?

The administration at Wayne Memorial High School has a varied amount of experience in terms of years of service. There are some administrators with less than fifteen years of educational experience while some are close to retirement. Other members of the leadership team also have a variety of experience levels. One member of the team was a Galileo Leader as a teacher in the district and brings a wide variety of best practices information to the staff. Their backgrounds vary in content also; including Math, ELA, Special Education, and Physical Education. The administration has been together for 3 straight years. This leads to a very consistent and collaborative working team that is able to improve student achievement and help staff with a variety of situations. When collaborating about programs and student achievement, the variety enables everyone to have a voice and give input related to experience levels.

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?

The staff at Wayne Memorial High School has a wide variety of teaching experience with the mean number of years at 10.6. 35% of the teaching staff has more than 15 years experience in Wayne Westland Community Schools while 37% has less than three years experience. This has allowed for the staff to work collaboratively in PLC's with a wide range of knowledge and experiences. The younger teachers are often helping the experienced teachers with new technology and new research while the experienced teachers are sharing their knowledge of classroom engagement and management. As a result, students have the opportunity to learn from a variety of teaching styles and personalities. All teachers are committed to using best practices and collaborating with colleagues in professional learning communities to ensure the learning styles of all students are being met.

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?

There are very few absences among school leaders at Wayne Memorial High School. The team works very well together and has been consistent for three straight years. This allows them to be truly entrenched in each department and its curriculum and work to help classroom teachers improve student achievement. The improvements in student achievement may be contributed to by the consistent leadership.

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?

According to research, student achievement is negatively impacted by teacher absences. The research supports that when teachers are out for 10 or more days, the impact in math is equivalent to having a minimally effective teacher in the classroom. Whether the absence is for professional learning or otherwise, regular and predictable teacher attendance is a critical factor for student success. The average number of days that a teacher at Wayne Memorial is absent from the classroom is 5.74 which includes Professional Development (The two long term family leave absences were removed prior to finding the mean). 6% of the staff has missed zero days and 12.5% (10.5% with 2 family leave absences removed from the data) has missed more than 8 days as of Feb. 10, 2016 when the data was pulled.

Teacher/School Leader(s) Demographic Data

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

At Wayne Memorial High School in the past three years we have had a large turnover of our younger teachers especially in math (30%), English (27%) and special education (13%). Some of our surrounding wealthier districts, which are near us, are hiring our bright new staff that have only been with us a few years. These teachers received experience and professional development at Wayne by working with the administration and the staff. Losing these teachers is a major drain on Wayne's resources and ability to maintain a stable and improving staff. As a school we are making efforts to address the issue of retention and how to encourage probationary teachers to remain in our school. We work as a staff to bring all new teachers into the Wayne Memorial family. Unfortunately, some issues WMHS cannot address such as teacher pay, etc. However, we have addressed issues of support, professional development, and any other concerns/needs probationary teachers may need.

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?

The strands that stand out as strengths are Standard 4: Resources and Support Systems, in which Wayne Memorial High School averaged 3.29 out of 4, and Standard 3: Teaching and Assessing for Learning, in which Wayne Memorial High School averaged 3.08 out of 4.

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 strands that stand out as challenges are Standard 5: Using Results for Continuous Improvement, in which Wayne Memorial High School averaged 2.2 out of 4, and Standard 1: Purpose and Direction, in which Wayne Memorial High School averaged 2.33 out of 4. Both of these can be partially explained by significant administration transitions over the last few years at both the building and district level; however, the leadership team has become more stable recently, improving communication of expectations and vision.

12. How might these challenges impact student achievement?

The lowest score was in Standard 5: Using Results for Continuous Improvement. This indicates that Wayne Memorial High School's comprehensive assessment system does not consistently help analyze data, which means that these results cannot be used to improve instruction and address other challenges. Without continuous improvement, any school will become ineffective.

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 staff and administration at Wayne Memorial High School are working together within the school as well as with colleagues at the district's other high school to increase both reliability and rigor of district tests. The district switched data systems this year, and staff has been trained; training will continue and be ongoing to help staff learn how to utilize data. Professional Learning Communities (PLCs) meet on a near-weekly basis, and data analysis and how to use the results are items on the agenda on a regular basis. Continuing to ensure that staff are well-trained in MiStar DNA, the analysis system, as well as confirming that PLCs are discussing how to use the data to move forward, are the best actions that the school can take to address these challenges.

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?

Wayne Memorial staff work diligently to identify the interventions necessary for all students to succeed. Special education students have both a case manager and a counselor. Additionally, all general education teachers ensure access to traditional course content as they would do
SY 2016-2017

for students without disabilities. Counselors also schedule students into the necessary and appropriate 31-a funded courses that include Math Foundations, which helps students develop foundational skills to ensure academic success in the traditional math course which is taken concurrently; English Strategies, a course that provides individualized instruction for students at all ability levels to improve their reading skills; and English and mathematics credit-recovery courses. Students with Individualized Education Programs also have the option to take Literacy Lab and Math Lab, which are both taken alongside their traditional counterparts; here, they are exposed to study skills, learning strategies, pre-teaching, re-teaching, and more. Further, students with disabilities have a case manager that works to identify them for necessary co-taught classrooms, where students receive instruction from both a general education and special education teacher. Each manager works to ensure the implementation of the student's IEP, BIP, and transition plan. These case managers routinely meet parents, students, and school staff to ensure access to appropriate programs.

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

Wayne Memorial High School offers a variety of Extended Learning Opportunities. Students who are struggling in the areas of English Language Arts or Math can take courses such as English Strategies all four years or Algebraic or Geometric Foundations in grades 9 and 10. Students can also receive credit recovery opportunities through unit recovery for Algebra or E2020 courses in English or Math. Bright Futures is an after school program for all grade levels that assists with the high school transition and offers enrichment programs for all content areas. Success Tutoring is available after school every third Wednesday for freshmen who need extra support and help on assignments. Study Table is an after-school program that allows athletes the opportunity to complete their homework before practice. Wayne Youth Services offers after school tutoring and other community assistance to students who need a place to go after school. The Champions Program helps students work toward an academic goal, ensuring that they have staff mentors, and gifting successful students with \$200 per semester. Students in all grade levels can participate in clubs, organizations, and athletics beyond the school day.

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

Students are identified for Extended Learning Opportunities in a variety of ways. If a student fails a course, the parents are notified through report cards, failure notices, teacher phone calls, and/or counselor contact. Counselors work with students and families to sign students up in repeater courses during the school day, E2020 after school opportunities, or summer school. Teachers inform students of unit recovery opportunities when necessary throughout the year. Freshman teachers recommend students for Success Tutoring based on missing assignments. NWEA scores, ACT scores, and other standardized test information is also used when selecting candidates for additional support courses such as English Strategies, Algebraic Foundations, or Geometric Foundations. Opportunities for Extended Learning Opportunities are also communicated through e-blasts, phone calls, counselor meetings/phone calls, teacher meetings/phone calls, report cards, failure mailers, and newsletters.

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?

The district utilizes district content teams to ensure Common Core content standards are met throughout the district. Data is also analyzed from all state assessments to ensure that content is being addressed and student achievement is increasing. Professional Learning Communities (PLCs) also meet regularly throughout Wayne Memorial High School and all other district buildings. These PLCs address the

competency of all students in the Common Core content standards by creating and aligning common assessments, analyzing data from these assessments, and developing strategies to address deficiencies. Central office administration also communicates regularly with building level administrators to ensure state content standards are being implemented.

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.

Wayne Memorial High School does not have results for the health survey/screener. We will be issuing this in the near future and will have results for next year.

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

Reading Strengths: The Listening strand of the MSTEP test has the highest percentage of items answered correctly among all of the strands. The Reading strand had the second lowest number of students with "significant deficiencies" on the MSTEP. Further, the average student score on ACT Reading is the highest it has been in the last five years. This growth was significantly larger than the state average over the last three years, as the state average went from 19.6 to 19.8 while Wayne Memorial went from 17.5 to 19.0.

19b. Reading- Challenges

Reading Challenges: The Reading strand of the MSTEP had the largest number of students that were considered proficient but with Reading scores considered to be a weakness. Only 31% of our students met the ACT Reading college readiness benchmark; this is, however, up from 25% of students that met the readiness proficiency rating the previous year. This is the lowest of the three English language arts related categories. A 15-percentage point difference remains between the number of Wayne Memorial students proficient on the ACT Reading test compared to the state average. Additionally, 74% of Black students are not proficient on ACT Reading while only 54% of white students were not proficient. 37% of White students were at or above the ACT college readiness benchmark in Arts/Literature Reading skills compared to 19% of Black students.

19c. Reading- Trends

: Reading Trends: On MSTEP, 46% of items on the Reading strand were answered correctly. Every subgroup scored within the 40-50% SY 2016-2017

range. Since 2014, ACT Reading scores have been on the rise with a 5-percentage point gain from the previous year. For the past three years, the percentage of students in non-proficient levels on ACT Reading has declined.

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.

Throughout the building, our work with Reading Apprenticeship continues to grow. 16 teachers are currently trained, and another set of teachers will attend training during the summer to implement the RA instructional framework into their classrooms.

20a. Writing- Strengths

Writing Strengths: 53% of our students met the college readiness benchmark on ACT Writing. This is our second highest category with English (grammar) being the first at 54%. Only 2% of students tested are considered to have "significant deficiencies" on the ACT Writing Prompt; this is the category with the lowest percentage of the three.

20b. Writing- Challenges

On the MSTEP Reading strand, a 10% achievement gap remains between male and female students in the Writing strand. Similarly, there is an 11% gap in the items answered correctly in the Research and Inquiry strand between Black and White students, with White students answering 51% of the items correctly and Black students answering 40% correctly. Further, 35% of Black students were considered proficient on the Writing strand of the MSTEP while 36% of White students were considered proficient. Likewise, 37% of males and 55% of female students were considered proficient on the same Writing strand. The largest number of students with "significant deficiencies" on the MSTEP was on the Writing strand of the test. 19% of students tested are considered to have "significant deficiencies" in Usage/Mechanics on ACT Writing. This is the highest of the three categories, with the lowest being ACT Writing Prompt.

50% of our black students are "below benchmark" in ACT English while only 30% of White students are considered to be. Similarly, 45% of males are "below benchmark" and only 32% of female students are.

42% of Black students are "below benchmark" on ACT Writing compared to 25% of White students. Likewise, 39% of male students are "below benchmark" compared to 25% of female students.

20c. Writing- Trends

ACT English (grammar) proficiency has continued to rise over the past four years with our proficiency level reaching an all-time high of 54% and an average student score of 18.2. The number of our students that were "close to benchmark" reduced from 13% to 8%. Students that are economically disadvantaged continued to show gains on ACT Writing, even when those that are non-economically disadvantaged have not.

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.

Building wide, every department continues to implement writing instruction in all content areas. Students are reading and responding to texts much more frequently, and are receiving feedback about their writing. Vertical alignment continues to take place in each department to ensure students' needs are being met and skills scaffolded to ensure college and career readiness.

21a. Math- Strengths

Strengths: Pre-Algebra/Elementary Algebra had higher percentages of students testing as a "strength" than Algebra/Coordinate Geometry or Plane Geometry/Trigonometry.

A large majority of students are right on the cusp of performing at 80% in all three categories.

Out of 6 categories of mathematics section of the MSTEP, the highest percentage of students answered 30%-39% of the questions from the Concepts and Procedures strand correct.

15% of the students answered 90-100% of the questions from the Problem Solving strand correct.

21b. Math- Challenges

60% of our students performed at a level 1 proficiency level on the 2015 spring MME which is the lowest of the four levels.

ACT Pre-Algebra/Elementary Algebra/Coordinate Geometry, and Plane Geometry/Trigonometry had 301 students who tested below benchmark on all three categories.

21c. Math- Trends

Only 18% of students met the proficiency benchmark according to the 2015 M-STEP results.

23% of students from the class of 2016 scored a proficient ACT composite score. Which is 4% higher than the class of 2015. 17% scored close to benchmark and 61% scored below benchmark.

Our average mathematics score on the ACT Mathematics test has risen the past three years. We are closing the gap between our scores and the average scores of the State of Michigan.

Males and females had similar results on the ACT. 23% of males and 22% females scored at or above benchmark. 64% of males and 58% of females scored below benchmark.

There is a 20% gap that exists between white students and black students. 30% of white students and only 10% of black students scored at or above benchmark (ACT).

There is an 11% gap that exists between economically disadvantaged and non-economically disadvantaged students. 36% of non-economically disadvantaged students and 15% of economically disadvantaged students scored proficient on the ACT.

Students with disabilities continue to earn "not proficient". Only 3% of these students were proficient according to the ACT data.

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.

We will continue to evaluate current programs, and provide support for the entire school with targeted interventions for all sub-groups.

22a. Science- Strengths

The average ACT score improved by .5 from the previous year. The gap has also narrowed between the state average and the WMHS average; it is now only a 1-point difference.

The percent of students close to/at or above benchmark on the ACT assessment is larger than the state average by 4%.

22b. Science- Challenges

40% of our students tested at the level 1, the lowest level of proficiency level on the ACT Science test.

64% of students score below benchmark on the Science portion of the ACT.

No black students scored in the level 1 proficiency category on the MME Science test (the highest of the levels).

Economically disadvantaged students continue to perform at lower levels than non-economically disadvantaged students.

Only 3% of student with disabilities were proficient on the ACT, although this was an increase from last year, it still is an area of challenge.

Economically disadvantaged students continue to perform at lower levels than non-economically disadvantaged students on the ACT test. However, the gap is closer than the previous year.

22c. Science- Trends

The average Science ACT score has increased for the past four years.

There was no gap between Male and Female students who showed proficiency on the ACT. Both were at 21%.

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 continue to evaluate program effectiveness. Additionally, the curriculum for Science 9, our Ninth Grade science course has changed with a focus and emphasis on inquiry. The thought is that this will give students foundation to advance and excel in upper level science courses. They are also looking to implement Next Generation Science Standards in next year's curriculum.

23a. Social Studies- Strengths

Social Studies Strengths: 46% of our students scored proficient on the MSTEP Social Studies, which is 2% higher than the state average of 46% and 6% better than the district average, which includes one other high school. 68% of items in the Civics strand of the MSTEP were answered correctly. This is our highest achieving strand. Our second highest achieving strand is U.S. History & Geography at 63% of items answered correctly. Further, the Civics strand has the highest number of students scoring strong proficient. The U.S. History and Geography strand had the lowest number of students with "significant deficiencies" with 7%.

23b. Social Studies- Challenges

Social Studies Challenges: On the MSTEP Social Studies test, there is a significant gap between Black and White students. 54% of White students are proficient and only 33% of Black students score proficient on the test. Only 9% of students with disabilities score proficient and 49% of those without disabilities are proficient. The World History & Geography strand has the least number of items answered correctly with 54% of items correct; this number is close to the Economics strand at 56%. The Economics strand had the highest number of students with "significant deficiencies" at 23%. 25% of male students were considered strong in the Economics strand while only 12% of female students. 25% of female students tested, however, are within a 10-point range of 80% item proficiency.

23c. Social Studies- Trends

21% of students tested were on the cusp of performing at 80% of items proficiency within the Economics and Civics strands, suggesting that in the future this is an area where many students could be moved into the next category.

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.

: Social Studies Summary: This most recent school year, the World History & Geography professional learning community implemented standards-based grading. Students in the ninth grade have had the opportunity to take accelerated economics and civics courses as well. 31% of our students are at or above the college readiness benchmark for reading in Social Studies and Sciences compared to 54% of students reading at the benchmark level for Arts/Literature.

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?

- The overall highest average score, which indicates the highest overall satisfaction among the students, is on question number twenty-nine. The score of 3.73 is comprised of 22.14% of students selecting "Strongly Agree" and 43.56% of students selecting "Agree" in response to the following statement: "In my school, I have access to counseling, career planning, and other programs to help me in school."
 - The second highest average score is on question number one. The score of 3.72 is comprised of 19.04% of students selecting "Strongly Agree" and 46.85% of students selecting "Agree" in response to the following statement: "In my school, programs and services are available to help me succeed."
 - The third highest average score is on question number nine. The score of 3.66 is comprised of 17.86% of students selecting "Strongly Agree" and 46.29% of students selecting "Agree" in response to the following statement: "My school gives me multiple assessments to check my understanding of what was taught." Another question, number nineteen, is also very closely related to this question. This question scored similarly, with an average score of 3.65 that is comprised of 18.29% of students selecting "Strongly Agree" and 45% of students selecting "Agree" in response to the following statement: "All of my teachers use tests, projects, presentations, and portfolios to check my understanding of what was taught."
- AdvancED categorizes these survey questions with the three highest scores into three different sections: "Teaching and Assessing Learning," "Resources and Support Systems," and "Purpose and Direction." However, a significant commonality between all of these survey stems is that they all relate to the services that our entire staff - teachers, counselors, and administration - provides to the students. Therefore, it can be inferred from this data that one of the areas that holds the overall highest level of satisfaction among students includes the services that staff members provide to students.

24b. Student Perception Data

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

- The overall lowest average score, which indicates the lowest overall satisfaction among the students, is on question number twenty-four. The score of 2.34 is comprised of 25.62% of students selecting "Strongly Disagree" and 25.47% of students selecting "Disagree" in response to the following statement: "In my school, students respect the property of others."
- The second lowest average score is on question number seven. The score of 2.38 is comprised of 22.16% of students selecting "Strongly Disagree" and 24.79% of students selecting "Disagree" in response to the following statement: "In my school, students treat adults with respect."
- The third lowest average score is on question number twenty-seven. The score of 2.47 is comprised of 23.3% of students selecting "Strongly Disagree" and 21.56% of students selecting "Disagree" in response to the following statement: "In my school, students help each other even if they are not friends."

The area that is indicated in all three of these survey questions is student behavior. The students surveyed are reporting lowest levels of satisfaction in how their fellow students treat adults, each other, and the property of others.

24c. Student Perception Data

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

Because some of the areas in which the students reported the lowest levels of satisfaction this year are actually the same areas in which the students reported the lowest levels of satisfaction last year, these are issues that we need to closely consider. These issues include students' perception of other students' respect toward each other's property and of other students' respect toward adults.

AdvancED categorizes these issues into "Resources and Support Systems" as well as "Governance and Leadership." Our school has embraced the idea that these issues can be tackled through support systems and leadership; therefore, facilitating respectful behavior among students is something that we have continued to talk about in our Steering Committees. So far, we decided against a few possible approaches. Our administration has implemented a few policies, however, aimed at helping to alleviate some of these problems. For example, administration has established a rule that students are not allowed to charge their cell phones in classrooms. This is because administration observed that a high number of cell phones were being reported as stolen after students forgot their cell phones in a classroom because the phones were plugged into an outlet on the wall. Therefore, administration implemented this policy in order to decrease the number of cell phones that are stolen. The administration also instituted a progressive discipline policy for the 15-16 school year. In this policy the small infractions such as conflict resolutions, being argumentative, hats and so on, are dealt with progressively. The first step is administration warning and calling home and then progressive steps are taken. Parent phone calls from administration and warnings have increased dramatically this year over past years. Staff and administration will need to continue working on such policies that facilitate respectful behavior among students and that proactively prevent disrespectful behavior.

25a. Parent/Guardian Perception Data

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

- The overall highest average score, which indicates the highest overall satisfaction among the parents and guardians, is on question number twenty-nine. The score of 4.06 is comprised of 28.41% of parents and guardians selecting "Strongly Agree" and 54.55% of parents and guardians selecting "Agree" in response to the following statement: "Our school provides opportunities for students to participate in activities that interest them."
- The second highest average score is on question number nineteen. The score of 4.02 is comprised of 32.97% of parents and guardians selecting "Strongly Agree" and 48.35% of parents and guardians selecting "Agree" in response to the following statement: "My child knows the expectations for learning in all classes."
- The third highest average score is on question number one. The score of 3.95 is comprised of 27.88% of parents and guardians selecting "Strongly Agree" and 48.08% of parents and guardians selecting "Agree" in response to the following statement: "Our school's purpose statement is clearly focused on student success."

The above survey results indicate high parent and guardian satisfaction in multiple facets of our school, including our programs (specifically,

how they are tied to student interest), our teachers (specifically, how they clearly communicate learning expectations), and our governing body (specifically, how it is driven by student success). Consequently, the survey questions come from three different AdvancED categories, including "Teaching and Assessing Learning," "Resources and Support Systems," and "Purpose and Direction." This data implies that our school's strengths, at least from the perspective of parents and guardians, are fairly well-rounded.

25b. Parent/Guardian Perception Data

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

- The overall lowest average score, which indicates the lowest overall satisfaction among parents and guardians, is on question number thirteen. The score of 3.22 is comprised of 10.99% of parents and guardians selecting "Strongly Disagree" and 16.48% of parents and guardians selecting "Disagree" in response to the following statement: "All of my child's teachers meet his/her learning needs by individualizing instruction."
- The second lowest average score is on question number fourteen. The score of 3.29 is comprised of 7.69% of parents and guardians selecting "Strongly Disagree" and 15.38% of parents and guardians selecting "Disagree" in response to the following statement: "All of my child's teachers work as a team to help my child learn."
- The third lowest average score is on question number sixteen. The score of 3.36 is comprised of 8.79% of parents and guardians selecting "Strongly Disagree" and 19.78% of parents and guardians selecting "Disagree" in response to the following statement: "All of my child's teachers keep me informed regularly of how my child is being graded."

All three of these survey questions in the "Teaching and Assessing Learning" section deal with the support that teachers provide to students throughout the instructional process.

25c. Parent/Guardian Perception Data

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

Our teachers work together in PLCs, during additional PD, and on their own personal time in order to provide students with differentiation, nonlinguistic representations, memory aids, multiple chances, and interventions. Because these efforts are already in place, the best approach for improving parent and guardian satisfaction in this area may be to audit, analyze, and improve how we are communicating these things to parents and guardians.

This is a task that our district has recently embarked on, as it was determined during this school year that all teachers should systematically record in our electronic gradebook any accommodations that we provide for special education students.

26a. Teacher/Staff Perception Data

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

- The overall highest average score, which indicates the highest overall satisfaction among the staff, is on question number forty-four. The score of 4.47 is comprised of 47.06% of staff selecting "Strongly Agree" and 52.94% of students selecting "Agree" in response to the following statement: "Our school provides opportunities for students to participate in activities that interest them."
- The second highest average score is on question number forty-three. The score of 4.35 is comprised of 35.29% of staff selecting "Strongly Agree" and 64.71% of staff selecting "Agree" in response to the following statement: "Our school provides high quality student support services (e.g., counseling, referrals, educational, and career planning)."
- The third highest average score is on question number eleven. The score of 3.66 is comprised of 30% of staff selecting "Strongly Agree" and 65% of staff selecting "Agree" in response to the following statement: "Our school's leaders hold all staff members accountable for student learning."

AdvancED categorizes these as "Resources and Support Systems" as well as "Governance and Leadership."

26b. Teacher/Staff Perception Data

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

The overall lowest average score, which indicates the lowest overall satisfaction among staff, is on question number twenty-three. The score of 2.83 is comprised of 16.67% of staff selecting "Strongly Disagree" and 16.67% of staff selecting "Disagree" in response to the following statement: "All teachers in our school use consistent common grading and reporting policies across grade levels and courses based on clearly defined criteria."

- The second lowest average score is on question number fifty. The score of 3.12 is comprised of 11.76% of staff selecting "Strongly Disagree" and 17.65% of staff selecting "Disagree" in response to the following statement: "Our school ensures all staff members are trained in the evaluation, interpretation, and use of data."
- The third lowest average score is shared by two different questions: number thirty-eight and number forty-two. The score of 3.24 for question number thirty-eight is comprised of 0% of staff selecting "Strongly Disagree" and 29.41% of staff selecting "Disagree" in response to the following statement: "Our school provides instructional time and resources to support our school's goals and priorities." The score of 3.24 for question number forty-two is comprised of 5.88% of staff selecting "Strongly Disagree" and 23.53% of staff selecting "Disagree" in response to the following statement: "Our school provides a plan for the acquisition and support of technology to support the school's operational needs."

These survey questions all come from very different sections in the survey, including, "Teaching and Assessing for Learning," "Using Results for Continuous Improvement," and "Resources and Support Systems." What is consistent throughout three of these questions, though, is the focus on what is provided to the staff. For example, two of the survey stems directly use the word "provides," while the third sentence stem states that the school "ensures...train[ing]" for staff members. Considering this vocabulary in these survey stems, it can reasonably be inferred that this data suggests our staff is predominantly least satisfied with the resources and support that are provided to staff.

26c. Teacher/Staff Perception Data

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

One step our school can take toward improving teacher and staff satisfaction is through reconsideration of our professional development time. For example, if teachers do not feel they are provided with enough training regarding the analysis and use of data, then this may be a topic that is addressed in a future PD. The restructuring of building-wide professional development is an approach that our administration has already started to take this year. For the first time, administration organized an Ed Camp for one of our professional development days, allowing staff to identify and facilitate their own interests for professional development. Administration also allowed departments to structure their own work time during another professional development day. However, these approaches still do not meet the need for specific data analysis and application training.

Another approach that our school can take is to research new ways of acquiring technology that supports instruction. Our school did receive two new sets of Chromebooks this year; however, there is still much work to be done in order to increase staff satisfaction

27a. Stakeholder/Community Perception Data

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

Since we did not have many stakeholders complete the survey, the scores on individual questions are not varied or informative. Therefore, for this section, the best available data is the overall percentage of "Strongly Agree" responses in each section of the survey. Based on this criterion, "Purpose and Direction" along with "Using Results for Continuous Improvement" are the two areas that indicate the overall highest level of satisfaction among stakeholders.

Additionally, when looking for commonalities between the responses that students, parents/guardians, and staff provided in their surveys and that is detailed in questions twenty-six and twenty-seven of this document, it is clear that all of these listed stakeholders are highly satisfied with the programs and opportunities that we provide our students. Whether it be counseling, co-taught classes, clubs, sports, or mentor programs including Champions of Wayne, these programs and opportunities are highly satisfactory.

27b. Stakeholder/Community Perception Data

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

Again, since we did not have many stakeholders complete the survey, the scores on individual questions are not varied or informative. Therefore, for this section, the best available data is the overall percentage of "Strongly Agree" responses in each section of the survey. Based on this criterion, "Resources and Support Systems" is the area that indicates the overall lowest level of satisfaction among stakeholders.

27c. Stakeholder/Community Perception Data

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

Considering the low turnout/completion for this survey, the actions we take should probably be focused on communicating with the community as well as facilitating stronger and more frequent input from the community.

Summary

28a. Summary

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

One of the greatest strengths indicated by the achievement data is that the building scores continue to increase at the local, state, and national level of assessment. In relation to this, the process data indicates that our building has many support systems in place to facilitate this achievement improvement. Furthermore, our perception data reinforces this by showing that the students, parents, and teachers all believe that we have many programs in place that offer support to our students and that we provide high levels of instruction. We are offering several foundations classes in mathematics, credit recovery courses both within and outside of the school day, and increasing the number of free tutoring services available to our students. We are also increasing the number of accelerated courses and dual enrollment options offered in the building.

Lastly, although our demographic data indicates large gaps, many subgroups are still improving in achievement and some gaps are closing. One of the greatest challenges surrounds the demographics and subgroups at Wayne Memorial including but not limited to African Americans and economically disadvantaged students. While our achievement data shows that economically disadvantaged students are struggling with proficiency, our demographic data indicates that our economically disadvantaged population is stabilizing.

28b. Summary

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

The perception data results that indicate that some parents and students are dissatisfied with communication may be directly related to some of the challenges indicated in student achievement among economically disadvantaged students, since much of our communication and support with families is done through technology (for example, class websites, e-blasts, online gradebooks, etc.) to which economically disadvantaged families may not have access. Often, even phone numbers change and the building does not have access to the new numbers. Parent Teacher Conference data shows that a small portion of our parents attended conferences. In the fall 21% of our parents came to conferences. Only, 4% were African American and 12% were parents of the economically disadvantaged population. Our total population includes 36% African American and 64% economically disadvantaged students. The spring conference numbers were lower with only 12% of the WMHS total population's parents in attendance.

Lastly, if students are feeling disrespected by both staff and peers, as the perception data indicates, this can directly impact their engagement in lessons and instruction as well as their attendance. Poor attendance is an indicator of lack of achievement as well.

The staff at WMHS has embraced the Professional Learning Community process, however, we often struggle with the data analysis piece of PLC's. Using data efficiently to help students on an individual basis has been an ongoing struggle that also may be effecting student achievement especially in closing racial gaps that exist.

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?

Wayne Memorial High School continues to strive toward building programs that support the achievement of all students and to provide additional support to those subgroups with the greatest need. For example, last year our building added an after school meal program which helps to provide more support to our economically disadvantaged population. For the students that stay after for sports, additional help, or clubs and activities a third meal is provided. This offers many students with three meals a day and helps to satisfy their basic needs. This can help to alleviate some external concerns of some students so that they can engage more in academics. We have continued that program through this school year and it has grown to include a study table for athletes and new tutoring services.

This year we have worked closely with Wayne Youth Services and started offering tutoring services in Wayne with WMHS staff twice a week to students who are enrolled in the program. This allows Wayne Youth Services to also work with parents and families of these students to improve quality of life and student achievement.

A study table was also instituted this year for all student athletes. All practices have been moved to start later in the afternoon so that all students involved in athletics have the opportunity to work with staff members on assignments and preparing for assessments. Any student that is involved in a sports team is encouraged to participate in study table. Many coaches also come to this intervention to help the staff members that are provided for tutoring services with the distribution of the after school meal program and monitoring of the students. This also provides many of the students who do not have rides back and forth to school and practices a place to go to do homework and then be at practice on time.

WMHS staff has started tracking individual referral numbers and failure rates in relation to race and gender. Increasing awareness will help everyone to come up with interventions that are meaningful. Over the next year we will use this data to open discussions on where disparity lies. This will help us to set up intervention programs that will target the students that have the most need whether it be behavioral intervention or academic intervention.

As a staff we will continue to work toward making our parents feel comfortable in the building. We will continue to invite parents for conferences. This year for semester 2 conferences, we set up an appointment system. This was very positive for both the staff and parents. We will continue to work to improve this system to improve communication between school and home.

We will also continue to build more programs to increase overall student achievement of our general population as well as targeted processes of support for at-risk subgroups.

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.	Yes	This occurs in the elementary and upper elementary buildings.	

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	http://www.wwcsd.net/assets/pdfs/annualreports/13-14/Wayne-Memorial-AER.pdf	

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

Label	Assurance	Response	Comment	Attachment
4.	Our school reviews and annually updates the EDPs to ensure academic course work alignment.	Yes	At Wayne Memorial High School, we complete EDP's with all students. Several of the EDP's are used in Personal Curriculums.	

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	Stanley Szczotka, Executive Director of Student and Legal Affairs, 734-419-2083 Kelly Bohl, Senior Executive Director of Human Services, 734-419--2032	

School Improvement Plan

Wayne Memorial 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.	Yes		parent compact

Label	Assurance	Response	Comment	Attachment
9.	The School has additional information necessary to support your improvement plan (optional).	Yes	Professional Development for 2016-17 will focus on preparing staff and students for the SAT and improving instruction through the 5D+ Framework. Staff will be trained in the framework and supported with the implementation of it. . Additionally, Science staff will continue integrating the Next Generation Science Standards into the classroom. Several teachers will continue their work with the standards based grading and literacy. The Reading Apprenticeship will be a primary focus for literacy.	WMHS Prof Dev Plan 1617

Goal and Plans for 2015-16

Overview

Plan Name

Goal and Plans for 2015-16

Plan Description

Goals and Objectives for 2015-2016

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students at Wayne Memorial High School will increase their achievement in English Language Arts	Objectives: 1 Strategies: 4 Activities: 19	Academic	\$145000
2	All students at Wayne Memorial High School will increase their achievement in Mathematics.	Objectives: 1 Strategies: 4 Activities: 17	Academic	\$201000
3	All students at Wayne Memorial High School will increase achievement in Science.	Objectives: 1 Strategies: 4 Activities: 17	Academic	\$116000
4	All students at Wayne Memorial will increase their achievement in Social Studies.	Objectives: 1 Strategies: 4 Activities: 16	Academic	\$111000

Goal 1: All students at Wayne Memorial High School will increase their achievement in English Language Arts

Measurable Objective 1:

67% of Eighth, Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency in Reading and 57% will demonstrate a proficiency in Writing in English Language Arts by 05/01/2017 as measured by a 4% increase for Reading and 5% for Writing of student achievement scores on the MME. 100% of students in all grades will be proficient on district common assessments where proficiency is 75% or on NWEA where proficiency is established by projected RIT..

Strategy 1:

Best Practices & Aligned Common Curriculum - Teachers will unwrap the Common Core State Standards to determine learning targets, essential questions, and learning progressions that will lead students to a deeper understanding of the skills necessary for success post-secondary and in life. Staff will critically analyze units prior to implementing them to ensure that they are aligned both to the Common Core as well as the College Readiness Benchmarks. Staff will also vertically align all power standards to ensure that there are not any gaps in the curriculum and that students are learning at high levels. Staff will also ensure that available technology is integrated into each unit of design. Teachers will utilize best practices when delivering instruction that best meets the needs of all students.

Category: English/Language Arts

Research Cited: Wiggins & McTighe, (2011). The Understanding by Design Guide to Creating High-Quality Units, 2nd Edition

Wiggins & McTighe, (2005). Understanding by Design, Expanded 2nd Edition

Sanchez,(2008). A Brain-Based Approach to Closing the Achievement Gap

Marzano, (2007). The Art & Science of Teaching

Marzano, (2004). Classroom Instruction that Works

Tomlinson (1999). The Differentiated Classroom

Blankstein (2008). Failure is Not an Option

Wong, (1991). The First Days of School

School Improvement Plan

Wayne Memorial High School

DuFour, (1998). Professional Learning Communities at Work

Payne, (1998). Framework for Understanding Poverty

Schmoker, (1999). Results -The Key to Continuous School Improvement

Collins, (2001). Good to Great.

DuFour, (2002). Getting Started.

Marzano, (2003). What Works in Schools.

DuFour, (2004). Whatever It Takes.

DuFour, (2005). On Common Ground.

DuFour, (2006). Learning by Doing.

Schmoker, (2006). Results Now.

Reeves, (2007). Ahead of the Curve.

DuFour, (2008). Revisiting Professional Learning Communities at Work.

Buffum, Mattos, Weber, (2009). Pyramid Response to Intervention.

Wahlstrom, (2002). Assess for success: Designing and using highquality paper-and-pencil tests (Successline SMART strategies series).

Daggett, (2004). "America's Most Successful High Schools: What Makes them Work"

Tier:

Activity - Non-Fiction Writing Initiative	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
---	---------------	------	-------	------------	----------	-------------------	-------------------	-------------------

School Improvement Plan

Wayne Memorial High School

We will utilize the Michigan Department of Education (MDE) cross-curricular writing standards and the Common Core State Standards (CCSS) to teach writing across the curriculum. Staff will utilize a district-wide common analytical writing rubric to assess student writing skills and provide them with feedback. Staff will incorporate at least six substantial writing pieces each year and will analyze the results to identify student strengths and weaknesses. Instruction will be adjusted throughout the school year to target student weaknesses.	Academic Support Program			07/01/2016	06/23/2017	\$0	No Funding Required	All teachers
Activity - Literacy Initiative	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will be training on building-wide reading strategies to use in their classrooms. Students will be exposed to a wide range of non-fiction material in a variety of ways daily. Staff will utilize vocabulary instruction strategies and reading strategies.	Academic Support Program			07/01/2016	06/23/2017	\$0	No Funding Required	All staff
Activity - SAT Prep	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
We will develop and implement teacher/counselor sponsored SAT reviews and preparation activities. These review sessions will be targeted and will take place after the school day during the months of January-March. In addition, all staff will embed SAT-like activities in their classrooms on a daily basis during the school day. Special attention will be placed on the College Readiness Benchmark standards.	Academic Support Program			07/01/2016	06/23/2017	\$2000	General Fund	All staff
Activity - Utilizing Instructional Best Practice in the Classroom	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize best practice strategies in their classroom on a daily basis. Strategies may include, but not limited to, Marzano's Essential Nine, Cold Call, No Opt Out, Stretch it, and Cruising Clipboard. Teachers will be supported using the 5 Dimensions framework.	Direct Instruction			07/01/2016	06/23/2017	\$0	No Funding Required	All staff
Activity - Vertical and Horizontal Alignment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

Wayne Memorial High School

<p>During content team meetings, all staff members will work collaboratively to ensure all Common Core State Standards (CCSS) and High School Content Expectations (HSCE) are incorporated into their units of design. Prior knowledge that is necessary for mastery of the standards will be communicated both horizontally and vertically. This will ensure that the courses are being taught with the appropriate rigor.</p> <p>Teams will also meet to design cross-curricular activities to increase student literacy skills. Teams will utilize the Common Core reading and writing standards when developing their activities.</p>	Professional Learning			07/01/2016	06/23/2017	\$0	No Funding Required	All staff
---	-----------------------	--	--	------------	------------	-----	---------------------	-----------

Activity - Weekly Team Feedback Sheets	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Content teams will meet weekly to collaborate on best practices, analyze data, and ensure that the curriculum is implemented with fidelity. Each content team will complete a feedback sheet that will be turned into a building administrator. Building administrators will give timely and specific feedback to each content team.	Professional Learning			07/01/2016	06/23/2017	\$0	No Funding Required	All staff

Activity - Reading Apprenticeship	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher will utilize the Reading Apprenticeship framework.	Other - Instructional Approach	Tier 1		07/01/2016	06/29/2017	\$2000	Title II Part A	Teachers and administrators

Strategy 2:

Best Practice on Common Assessments & Performance Tasks - Staff will develop local, common, formative and summative assessments to frequently monitor each student's achievement of essential outcomes. Staff will use common summative assessments to measure student achievement on the Common Core State Standards and the College Readiness Standards. Staff will also develop common performance tasks to measure student mastery. Staff will develop procedures for tracking individual student achievement on the standards as well as a system for communicating with students their progress toward mastery.

Category: English/Language Arts

Research Cited: Sanchez, (2008). A Brain-Based Approach to Closing the Achievement Gap.

Marzano, (2007). The Art & Science of Teaching.

Marzano, (2004). Classroom Instruction that Works.

Tomlinson (1999). *The Differentiated Classroom*.

Blankstein (2008). *Failure is Not an Option*.

Wong, (1991). *The First Days of School*.

DuFour, (1998). *Professional Learning Communities at Work*.

Payne, (1998). *Framework for Understanding Poverty*.

Schmoker, (1999). *Results - The Key to Continuous School Improvement*.

Collins, (2001). *Good to Great*.

DuFour, (2002). *Getting Started*.

Ventura, (2003). *Leadership Secrets of Santa Claus*.

Marzano, (2003). *What Works in Schools*.

DuFour, (2004). *Whatever It Takes*.

DuFour, (2005). *On Common Ground*.

DuFour, (2006). *Learning by Doing*.

Schmoker, (2006). *Results Now*.

Reeves, (2006). *The Learning Leader*.

Reeves, (2007). *Ahead of the Curve*.

DuFour, (2008). *Revisiting Professional Learning Communities at Work*.

Wahlstrom, (2002). *Assess for success: Designing and using high quality paper-and-pencil tests (Successline SMART strategies series)*.

School Improvement Plan

Wayne Memorial High School

Daggett, (2004). "America's Most Successful High Schools: What Makes them Work"

Tier:

Activity - Collaborative Teams Utilize Common Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will review all un-wrapped Common Core State Standards (CCSS) and will use those standards to develop high-quality end of course assessments. We will provide staff with released items from the SAT suite and the MME/MSTEP to review when developing test items for these assessments. Staff will periodically assess students using the commons assessment. The data from the assessment will be shared and discussed at a content team meeting.	Professional Learning			07/01/2016	06/23/2017	\$0	No Funding Required	All Staff
Activity - Daily Targeted Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Utilizing learning targets created through the process of unwrapping standards and aligned to the Common Core State Standards (CCSS), staff members communicate learning targets to students and tie activities and assessments to the desired student learning. Additionally, teachers formatively assess students daily, providing feedback to students about their learning, and then returning to the learning to re-teach or enrich students depending on the outcome.	Direct Instruction			07/01/2016	06/23/2017	\$0	No Funding Required	All Staff
Activity - Job-Embedded Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teaching staff will work to develop best practices during weekly, job-embedded professional development. This professional development will come in the form of a professional learning community where teams will be largely comprised of teachers who teach the same grade-level and subject-area. Time will be allotted for vertical alignment and cross-curricular instructional alignment. Information from feedback sheets from these team meetings will be used to identify staff development needs and ensure that all staff are making progress towards the school mission and that all work is in line with the school's vision.	Professional Learning			06/01/2016	06/23/2017	\$0	No Funding Required	All Staff
Activity - Use Remark/MiStar DNA to Report and Analyze Data	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

Wayne Memorial High School

All collaborative teams will use the MiStar DNA system to report and analyze data from formative and summative assessments. Data interpreted from the reports will be used by teachers to measure student progress toward learning goals, as well as, the effectiveness of their instructional strategies. These reports will be used in a systematic way to ensure all students achieve mastery and to ensure instructional quality.	Other			07/01/2016	06/23/2017	\$0	No Funding Required	All Staff
---	-------	--	--	------------	------------	-----	---------------------	-----------

Strategy 3:

Interventions - Teachers will frequently monitor each student's learning of essential outcomes and provide students with multiple opportunities to demonstrate progress in meeting and exceeding learning objectives. All staff will be involved in a pyramid of interventions to ensure that every child learns the essential standards.

Category:

Research Cited:

Failure is NOT an Option, by Alan M. Blankstein, 2004

Whatever It Takes, DuFour, DuFour, Eaker and Karhanek (2004)

Professional Learning Communities at Work-Best Practices for Enhancing Student Achievement, Dufour & Eaker (1998)

Pyramid Response to Intervention, M. Mattos (2009), by Solution Tree

Revisiting Professional Learning Communities at Work, R. DuFour (2008), by Solution Tree

Teaching with Poverty in Mind, E. Jensen (2009), by Dropout Prevention, Dynarski, Clarke, Cobb, Finn, Rumberger, Smink (September 2008), by U.S. Department of Education NCEE Report from What Works Clearinghouse

Tier:

Activity - English Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who are not proficient in reading when they enter the high school will be enrolled in a reading support class, called English Strategies. Students are identified from NWEA reading scores. The curriculum for this class was developed by a highly qualified Reading teacher and also encompasses technology support from the Reading Plus software program.	Academic Support Program			07/01/2016	06/23/2017	\$20000	Section 31a	English Strategies Teachers

Activity - E2020	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
------------------	---------------	------	-------	------------	----------	-------------------	-------------------	-------------------

School Improvement Plan

Wayne Memorial High School

We will provide students with an on-line computer based credit recovery class for English 9, 10, 11, and 12. The E2020 program will utilized for this class and it will be taught by a highly qualified English teacher.	Academic Support Program			07/01/2016	06/23/2017	\$10000	Section 31a	E2020 teachers
--	--------------------------	--	--	------------	------------	---------	-------------	----------------

Activity - Champion	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Champion Program is a mentor program whereby students are paired with adult "Champion" in the building who are dedicated to helping students reach their goal of a 15% increase in their overall grade point average during the course of the semester. Students who reach their goal are awarded a two hundred dollar stipend, invited to an award banquet, and their names displayed proudly on the Champion trophy. Money for this intervention/enrichment program is donated by the Helppie Family Charitable Foundation, founded by a Wayne Memorial High School alumnus.	Academic Support Program			07/01/2016	06/23/2017	\$100000	Other	All staff

Activity - PBiS	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
We will implement a building-wide Positive Behavior Support System (PBiS) to provide a positive culture for academic and behavioral success. All staff members will use positive reinforcement and common expectations/consequences when dealing with student behavior.	Behavioral Support Program			07/01/2016	06/23/2017	\$5000	Other	All staff

Strategy 4:

Parent & Community Involvement - Staff will utilize research-based strategies to increase parent and community involvement.

Category:

Research Cited: What Successful Schools Do to Involve Families, N. Glasgow (2009), by Corwin Press.

School, Family, and Community Partnerships, J. Epstein (2009), by Corwin Press.

Tier:

Activity - Two-Way Communication	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

Wayne Memorial High School

All parents are registered for Parent Connect, access to the online profile for their student in our student information database, when they enroll their child in Wayne-Westland Community School District. Parents will receive school emails with important information related to the school community from the Principal's Listserve. Parents will also receive information regarding their students through robocalls and through information on the electronic marquee. Flat Screen TV's will also stream announcements inside the school for all to see. Staff will commit to communicating with parents via email, written communication, phone calls, and parent meetings. They will do this as a daily function of their job. School and teacher websites will be utilized as a way to communicate with parents as well. Additionally, staff will utilize Remind 101, wiki, Twitter, Schoology, and Edmodo to communicate with families.	Communication			07/01/2016	06/23/2017	\$0	No Funding Required	All Staff
---	---------------	--	--	------------	------------	-----	---------------------	-----------

Activity - Steering Committee	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parent volunteers are represented on the school steering committee so they can have a voice at Wayne Memorial. The Steering Committee is the site-based decision making school improvement team at Wayne Memorial High School.	Parent Involvement			07/01/2016	06/23/2017	\$0	No Funding Required	All Staff

Activity - Provide Parents with Resources and Strategies to Help Their Children Succeed	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school website has a dedicated section for each of the 5 major content areas: English, Math, Science, Social Studies, and Electives. Under each content area, there are resources such as Khan Academy for Math and reading strategies for English. Additionally, teachers utilize technology such as Remind101 and Zangle Parent Connect to keep parents informed of important dates and student achievement.	Parent Involvement			07/01/2016	06/23/2017	\$0	No Funding Required	All Staff

Activity - Community Nights	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Wayne Memorial has worked to establish the building as a community center to help build positive culture among staff, students, and parents, as well as, diminish stigma associated with school. During the school year, the staff hosts three community nights (Wayne Pride Night, Spooktacular, and Holiday Night) that are completely free for the community. Each event provides a fun, family-friendly environment that allows families to enjoy themselves for an evening without worrying about the cost of doing so. Some activities are academically based and assist parents with helping their children's achievement.	Community Engagement			07/01/2016	06/23/2017	\$6000	Other	All Staff

Goal 2: All students at Wayne Memorial High School will increase their achievement in Mathematics.

Measurable Objective 1:

50% of Eighth, Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency on the SAT College Readiness Benchmarks and Common Core State Standards in Mathematics by 05/01/2017 as measured by student achievement scores on the MME. 100% of students in all grades will be proficient on district common assessments where proficiency is 75% or on NWEA where proficiency is established by projected RIT..

Strategy 1:

Best Practices & Aligned Common Curriculum - Teachers will unwrap the Common Core State Standards to determine learning targets, essential questions, and learning progressions that will lead students to a deeper understanding of the skills necessary for success post-secondary and in life. Staff will critically analyze units prior to implementing them to ensure that they are aligned both to the Common Core as well as the SAT College Readiness Benchmarks. Staff will also vertically align all power standards to ensure that there are not any gaps in the curriculum and that students are learning at high levels. Staff will also ensure that available technology is integrated into each unit of design. Teachers will utilize best practices when delivering instruction that best meets the needs of all students.

Category:

Research Cited: Wiggins & McTighe, (2011). The Understanding by Design Guide to Creating High-Quality Units, 2nd Edition.

Wiggins & McTighe, (2005). Understanding by Design, Expanded 2nd Edition.

Sanchez,(2008). A Brain-Based Approach to Closing the Achievement Gap.

Marzano, (2007). The Art & Science of Teaching.

Marzano, (2004). Classroom Instruction that Works.

Tomlinson (1999). The Differentiated Classroom.

Blankstein (2008). Failure is Not an Option.

Wong, (1991). The First Days of School.

DuFour, (1998). Professional Learning Communities at Work.

School Improvement Plan

Wayne Memorial High School

Payne, (1998). Framework for Understanding Poverty.

Schmoker, (1999). Results -The Key to Continuous School Improvement.

Collins, (2001). Good to Great.

DuFour, (2002). Getting Started.

Marzano, (2003). What Works in Schools.

DuFour, (2004). Whatever It Takes.

DuFour, (2005). On Common Ground.

DuFour, (2006). Learning by Doing.

Schmoker, (2006). Results Now.

Reeves, (2007). Ahead of the Curve.

DuFour, (2008). Revisiting Professional Learning Communities at Work.

Buffum, Mattos, Weber, (2009). Pyramid Response to Intervention.

Wahlstrom, (2002). Assess for success: Designing and using highquality paper-and-pencil tests (Successline SMART strategies series).

Daggett, (2004). "America's Most Successful High Schools: What Makes them Work".

Jensen, (2009). Teaching with Poverty in Mind, What Being Poor Does to Kids' Brains and What Schools Can Do About It.

Tier:

School Improvement Plan

Wayne Memorial High School

Activity - SAT Prep	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
We will develop and implement teacher/counselor sponsored SAT reviews and preparation activities. These review sessions will be targeted and will take place after the school day during the months of January - March. In addition, all staff will focus each marking period are the essential college readiness skills. These essential skills will be taught to mastery. Success for each student will be reported to the PLC and administration. Interventions will focus on helping all students master the essential college readiness skills.	Academic Support Program			07/01/2016	06/23/2017	\$0	No Funding Required	All Math teachers
Activity - Utilizing Instructional Best Practice in the Classroom	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize best practice strategies in their classroom on a daily basis. Strategies may include, but not limited too, Marzano's Essential Nine, Cold Call, No Opt Out, Stretch it, and Cruising Clipboard. Teachers will be supported in instruction through the 5 Dimensions framework. .	Direct Instruction			07/01/2016	06/23/2017	\$0	No Funding Required	All Staff
Activity - Vertical and Horizontal Alignment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
During content team meetings, all staff members will work collaboratively to ensure all Common Core State Standards (CCSS) are incorporated into their units of design. Prior knowledge that is necessary for mastery of the standards will be communicated both horizontally and vertically. This will ensure that the courses are being taught with the appropriate rigor. Teams will also meet to design cross-curricular activities to increase student literacy skills. Teams will utilize the Common Core reading and writing standards when developing their activities.	Professional Learning			07/01/2016	06/23/2017	\$0	No Funding Required	All Staff
Activity - Weekly Team Feedback Sheets	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Content teams will meet weekly to collaborate on best practices, analyze data, and ensure that the curriculum is implemented with fidelity. Each content team will complete a feedback sheet that will be turned into a building administrator. Building administrators will give timely and specific feedback to each content team.	Professional Learning			07/01/2016	06/23/2017	\$0	No Funding Required	All Staff

Strategy 2:

Best Practice on Common Assessments & Performance Tasks - Staff will develop local, common, formative and summative assessments to frequently monitor each student's achievement of essential outcomes. Staff will use common summative assessments to measure student achievement on the Common Core State Standards and the SAT College Readiness Standards. Staff will also develop common performance tasks to measure student mastery. Staff will develop procedures for tracking individual student achievement on the standards as well as a system for communicating with students their progress toward mastery. Special attention will be placed upon reviewing the progress on NWEA and ensuring our locally developed common assessments and performance tasks are in alignment.

Category:

Research Cited: Sanchez, (2008). A Brain-Based Approach to Closing the Achievement Gap.

Marzano, (2007). The Art & Science of Teaching.

Marzano, (2004). Classroom Instruction that Works.

Tomlinson (1999). The Differentiated Classroom.

Blankstein (2008). Failure is Not an Option.

Wong, (1991). The First days of School.

DuFour, (1998). Professional Learning Communities at Work.

Payne, (1998). Framework for Understanding Poverty.

Schmoker, (1999). Results - The Key to Continuous School Improvement.

Collins, (2001). Good to Great.

DuFour, (2002). Getting Started.

Ventura, (2003). Leadership Secrets of Santa Claus.

Marzano, (2003). What Works in Schools.

DuFour, (2004). Whatever It Takes.

DuFour, (2005). On Common Ground.

DuFour, (2006). Learning by Doing.

Schmoker, (2006). Results Now.

Reeves, (2006). The Learning Leader.

Reeves, (2007). Ahead of the Curve.

DuFour, (2008). Revisiting Professional Learning Communities at Work.

Wahlstrom, (2002). Assess for success: Designing and using highquality paper-and-pencil tests (Successline SMART strategies series).

Daggett, (2004). "America's Most Successful High Schools: What Makes them Work".

Tier:

School Improvement Plan

Wayne Memorial High School

Activity - Collaborative Teams Develop Common Finals	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will review all un-wrapped Common Core State Standards (CCSS) and will use those standards to develop high-quality end of course assessments. We will provide staff with released items from the SAT Suite and the MME/MSTEP to review when developing test items for these assessments. We will also provide staff with historical data on student achievement for these assessments (including Explore, ACT, MME, MI-Access, and PLAN). Teachers will develop common finals collaboratively using district-sponsored curriculum committee time. They will specifically use local and state data to ensure the common summative assessments are valid, reliable, and aligned to the Common Core and the SAT College Readiness Standards.	Professional Learning			07/01/2016	06/23/2017	\$0	No Funding Required	All Staff
Activity - Daily Targeted Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Utilizing learning targets created through the process of unwrapping standards and aligned to the Common Core State Standards (CCSS), staff members communicate learning targets to students and tie activities and assessments to the desired student learning. Additionally, teachers formatively assess students daily, providing feedback to students about their learning, and then returning to the learning to re-teach or enrich students depending on the outcome.	Direct Instruction			07/01/2016	06/23/2017	\$0	No Funding Required	All Staff
Activity - Job-Embedded Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teaching staff will work to develop best practices during weekly, job-embedded professional development. This professional development will come in the form of a professional learning community where teams will be largely comprised of teachers who teach the same grade-level and subject-area. Time will be allotted for vertical alignment and cross-curricular instructional alignment. Information from feedback sheets from these team meetings will be used to identify staff development needs and ensure that all staff are making progress towards the school mission and that all work is in line with the school's vision.	Professional Learning			07/01/2016	06/23/2017	\$0	No Funding Required	All Staff
Activity - Use Remark/Mi STAR DNA to Report and Analyze Data	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

Wayne Memorial High School

All collaborative teams will use the MiSTAR DNA system to report and analyze data from formative and summative assessments. Data interpreted from the Remark reports will be used by teachers to measure student progress toward learning goals, as well as, the effectiveness of their instructional strategies. These reports will be used in a systematic way to ensure all students achieve mastery and to ensure instructional quality during our transition from the High School Content Expectations (HSCE) to the Common Core State Standards (CCSS).	Other			07/01/2016	06/23/2017	\$0	No Funding Required	All Staff
---	-------	--	--	------------	------------	-----	---------------------	-----------

Strategy 3:

Interventions - Teachers will frequently monitor each student's learning of essential outcomes and provide students with multiple opportunities to demonstrate progress in meeting and exceeding learning objectives. All staff will be involved in a pyramid of interventions to ensure that every child learns the essential standards.

Category:

Research Cited: Graham, S., & Hebert, M.A. (2010). Writing to read: Evidence for how writing can improve reading. A Carnegie Corporation Time to Act Report. Washington, DC: Alliance for Excellent Education.

U.S. Department of Education NCEE 2009-012 Report, from What Works Clearinghouse

Structuring out of school time to improve student achievement: A Practice Guide, Institute of Education Services, Beckett, Borman, Capizzano, Parsley, Ross, Schirm, & Taylor (July 2009).

Failure is NOT an Option, by Alan M. Blankstein, 2004.

Whatever It Takes, DuFour, DuFour, Eaker and Karhanek (2004).

Professional Learning Communities at Work-Best Practices for Enhancing Student Achievement, Dufour & Eaker (1998).

Pyramid Response to Intervention, M. Mattos (2009), by Solution Tree.

Revisiting Professional Learning Communities at Work, R. DuFour (2008), by Solution Tree.

Teaching with Poverty in Mind, E. Jensen (2009).

Dropout Prevention, Dynarski, Clarke, Cobb, Finn, Rumberger, Smink (September 2008), by U.S. Department of Education NCEE Report from What Works Clearinghouse.

Tier:

School Improvement Plan

Wayne Memorial High School

Activity - Unit Recovery	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who are not proficient on Algebra common assessments will be given a seventh hour class for two weeks. During the two weeks, a highly qualified math teacher will reteach the material and reassess students. The new assessment score will then be given to the primary Algebra teacher who will replace the grade.	Academic Support Program			07/01/2016	06/23/2017	\$20000	Section 31a	Unit Recovery Teachers
Activity - E2020	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
We will provide students with an on-line computer based credit recovery class for all Math classes required for graduation. The E2020 program will utilized for this class and it will be taught by a highly qualified Math teacher.	Academic Support Program			07/01/2016	06/23/2017	\$10000	Section 31a	E2020 teachers
Activity - Champion	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Champion Program is a mentor program whereby students are paired with adult "Champion" in the building who are dedicated to helping students reach their goal of a 15% increase in their overall grade point average during the course of the semester. Students who reach their goal are awarded a two hundred dollar stipend, invited to an award banquet, and their names displayed proudly on the Champion trophy. Money for this intervention/enrichment program is donated by the Helppie Family Charitable Foundation, founded by a Wayne Memorial High School alumnus.	Academic Support Program			07/01/2016	06/23/2017	\$100000	Other	All staff
Activity - PBiS	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
We will implement a building-wide Positive Behavior Support System (PBiS) to provide a positive culture for academic and behavioral success. All staff members will use positive reinforcement and common expectations/consequences when dealing with student behavior.	Behavioral Support Program			07/01/2016	06/23/2017	\$5000	Other	All staff
Activity - Foundations	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

Wayne Memorial High School

Students who have a history of struggling in math will be assigned an additional math class to support them in Algebra or Geometry. Students are identified by NWEA and grades. Students are also identified by past grades and concurrent teacher recommendations. Some students participate in the summer to support year round learning and minimize the impact of summer on students.	Academic Support Program			07/01/2016	06/23/2017	\$60000	Section 31a	Foundation teachers
---	--------------------------	--	--	------------	------------	---------	-------------	---------------------

Strategy 4:

Parent & Community Involvement - Staff will utilize research-based strategies to increase parent and community involvement.

Category:

Research Cited: What Successful Schools Do to Involve Families, N. Glasgow (2009), by Corwin Press.

School, Family, and Community Partnerships, J. Epstein (2009), by Corwin Press.

Tier:

Activity - Two-Way Communication	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All parents are registered for Parent Connect, access to the online profile for their student in our student information database, when they enroll their child in Wayne-Westland Community School District. Parents will receive school emails with important information related to the school community from the Principal's Listserve. Parents will also receive information regarding their students through robocalls and through information on the electronic marquee. Flat Screen TV's also display announcements for visitors to WMHS to see. Staff will commit to communicating with parents via email, written communication, phone calls, and parent meetings. School and teacher websites will be utilized as a way to communicate with parents as well. Teachers also utilize Remind 101, Edmodo, Schoology, Wikipages, and Twitter to communicate with parents.	Communication			07/01/2016	06/23/2017	\$0	No Funding Required	All Staff

Activity - Steering Committee	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parent volunteers are represented on the school steering committee so they can have a voice at Wayne Memorial. The Steering Committee is the site-based decision making school improvement team at Wayne Memorial High School.	Parent Involvement			07/01/2016	06/23/2017	\$0	No Funding Required	All Staff

School Improvement Plan

Wayne Memorial High School

Activity - Provide Parents with Resources and Strategies to Help Their Children Succeed	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school website has a dedicated section for each of the 5 major content areas: English, Math, Science, Social Studies, and Electives. Under each content area, there are resources such as Khan Academy for Math and reading strategies for English. Additionally, teachers utilize technology such as Remind101 and Zangle Parent Connect to keep parents informed of important dates and student achievement.	Parent Involvement			07/01/2016	06/23/2017	\$0	No Funding Required	All Staff
Activity - Community Nights	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Wayne Memorial has worked to establish the building as a community center to help build positive culture among staff, students, and parents, as well as, diminish stigma associated with school. During the school year, the staff hosts three community nights (Wayne Pride Night, Spooktacular, and Holiday Night) that are completely free for the community. Each event provides a fun, family-friendly environment that allows families to enjoy themselves for an evening without worrying about the cost of doing so. Many activities are academically based to assist parents in helping their children succeed.	Community Engagement			06/01/2016	06/23/2017	\$6000	Other	All Staff

Goal 3: All students at Wayne Memorial High School will increase achievement in Science.

Measurable Objective 1:

51% of Eighth, Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency on the SAT College Readiness Benchmarks and Common Core State Standards in Science by 05/01/2017 as measured by student achievement scores on the MME. 100% of students in all grades will be proficient on district common assessments..

Strategy 1:

Best Practices & Aligned Common Curriculum - Teachers will unwrap the Common Core State Standards to determine learning targets, essential questions, and learning progressions that will lead students to a deeper understanding of the skills necessary for success post-secondary and in life. Staff will critically analyze units prior to implementing them to ensure that they are aligned both to the Common Core as well as the ACT College Readiness Benchmarks. Staff will also vertically align all power standards to ensure that there are not any gaps in the curriculum and that students are learning at high levels. Staff will also ensure that available technology is integrated into each unit of design. Teachers will utilize best practices when delivering instruction that best meets the needs of all students.

Category:

Research Cited: Wiggins & McTighe, (2011). The Understanding by Design Guide to Creating High-Quality Units, 2nd Edition.

School Improvement Plan

Wayne Memorial High School

Wiggins & McTighe, (2005). Understanding by Design, Expanded 2nd Edition.

Sanchez,(2008). A Brain-Based Approach to Closing the Achievement Gap.

Marzano, (2007). The Art & Science of Teaching.

Marzano, (2004). Classroom Instruction that Works.

Tomlinson (1999). The Differentiated Classroom.

Blankstein (2008). Failure is Not an Option.

Wong, (1991). The First Days of School.

DuFour, (1998). Professional Learning Communities at Work.

Payne, (1998). Framework for Understanding Poverty.

Schmoker, (1999). Results -The Key to Continuous School Improvement.

Collins, (2001). Good to Great.

DuFour, (2002). Getting Started.

Marzano, (2003). What Works in Schools.

DuFour, (2004). Whatever It Takes.

DuFour, (2005). On Common Ground.

DuFour, (2006). Learning by Doing.

Schmoker, (2006). Results Now.

Reeves, (2007). Ahead of the Curve.

School Improvement Plan

Wayne Memorial High School

DuFour, (2008). Revisiting Professional Learning Communities at Work.

Buffum, Mattos, Weber, (2009). Pyramid Response to Intervention.

Wahlstrom, (2002). Assess for success: Designing and using highquality paper-and-pencil tests (Successline SMART strategies series).

Daggett, (2004). "America's Most Successful High Schools: What Makes them Work".

Jensen, E (2009). Teaching with Poverty in Mind, What Being Poor Does to Kids' Brains and What Schools Can Do About It.

Tier:

Activity - Non-Fiction Writing Initiative	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
We will utilize the Michigan Department of Education (MDE) cross-curricular writing standards and the Common Core State Standards (CCSS) to teach writing across the curriculum. Staff will utilize a district-wide common analytical writing rubric to assess student writing skills and provide them with feedback. Staff will incorporate at least six substantial writing pieces each year and will analyze the results to identify student strengths and weaknesses. Instruction will be adjusted throughout the school year to target student weaknesses.	Academic Support Program			07/01/2016	06/23/2017	\$0	No Funding Required	All Staff

Activity - Literacy Initiative	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will be training on building-wide reading strategies to use in their classrooms. Students will be exposed to a wide range of non-fiction material in a variety of ways daily. Staff will utilize vocabulary instruction strategies to expand students' vocabulary on a weekly basis. Science teachers will focus instruction on the comprehension and vocabulary in both texts and visual representations of data. Reading Apprenticeship framework will be utilized in several model classrooms.	Academic Support Program			07/01/2016	06/23/2017	\$3000	Title II Part A	All Staff

Activity - SAT Prep	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

Wayne Memorial High School

We will develop and implement teacher/counselor sponsored SAT reviews and preparation activities. These review sessions will be targeted and will take place after the school day during the months of January - March. In addition, all staff will embed SAT-like activities in their classrooms on a regular basis during the school day. Special attention will be placed on the College Readiness Benchmark standards. Specifically, There will be an emphasis on data interpretation, reading, and scientific inquiry.	Academic Support Program			07/01/2016	06/23/2017	\$0	No Funding Required	All Staff
---	--------------------------	--	--	------------	------------	-----	---------------------	-----------

Activity - Utilizing Instructional Best Practice in the Classroom	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize best practice strategies in their classroom on a daily basis. Strategies may include, but not limited too, Marzano's Essential Nine, Cold Call, No Opt Out, Stretch it, and Cruising Clipboard. Teachers will regularly use technology in the classroom to engage students, differentiate instruction, and create a more meaningful learning experience.	Direct Instruction			07/01/2016	06/23/2017	\$0	No Funding Required	All Staff

Activity - Vertical and Horizontal Alignment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
During content team meetings, all staff members will work collaboratively to ensure all Common Core State Standards (CCSS) and High School Content Expectations (HSCE) are incorporated into their units of design. Prior knowledge that is necessary for mastery of the standards will be communicated both horizontally and vertically. This will ensure that the courses are being taught with the appropriate rigor. Teams will also meet to design cross-curricular activities to increase student literacy skills. Teams will utilize the Common Core reading and writing standards when developing their activities.	Professional Learning			07/01/2016	06/23/2017	\$0	No Funding Required	All Staff

Activity - Weekly Team Feedback Sheets	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Content teams will meet weekly to collaborate on best practices, analyze data, and ensure that the curriculum is implemented with fidelity. Each content team will complete a feedback sheet that will be turned into a building administrator. Building administrators will give timely and specific feedback to each content team.	Professional Learning			07/01/2016	06/23/2017	\$0	No Funding Required	All Staff

School Improvement Plan

Wayne Memorial High School

Activity - Next Generation Science Standards	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Wayne Memorial Staff will continue to expand their knowledge and use of NGSS. Staff will go to professional development and begin implementation.	Curriculum Development	Tier 1		07/01/2016	06/30/2017	\$2000	Title II Part A	WMHS Science teachers

Strategy 2:

Best Practice on Common Assessments & Performance Tasks - Staff will develop local, common, formative and summative assessments to frequently monitor each student's achievement of essential outcomes. Staff will use common summative assessments to measure student achievement on the Common Core State Standards and the SAT College Readiness Standards. Staff will also develop common performance tasks to measure student mastery. Staff will develop procedures for tracking individual student achievement on the standards as well as a system for communicating with students their progress toward mastery. Special attention will be placed upon reviewing the progress of the Michigan State Assessment and ensuring our locally developed common assessments and performance tasks are in alignment.

Category:

Research Cited: Sanchez, (2008). A Brain-Based Approach to Closing the Achievement Gap.

Marzano, (2007). The Art & Science of Teaching.

Marzano, (2004). Classroom Instruction that Works.

Tomlinson (1999). The Differentiated Classroom.

Blankstein (2008). Failure is Not an Option.

Wong, (1991). The First days of School.

DuFour, (1998). Professional Learning Communities at Work.

Payne, (1998). Framework for Understanding Poverty.

Schmoker, (1999). Results - The Key to Continuous School Improvement.

Collins, (2001). Good to Great.

DuFour, (2002). Getting Started.

Ventura, (2003). Leadership Secrets of Santa Claus.

Marzano, (2003). What Works in Schools.

DuFour, (2004). Whatever It Takes.

DuFour, (2005). On Common Ground.

DuFour, (2006). Learning by Doing.

Schmoker, (2006). Results Now.

Reeves, (2006). The Learning Leader.

Reeves, (2007). Ahead of the Curve.

DuFour, (2008). Revisiting Professional Learning Communities at Work.

Wahlstrom, (2002). Assess for success: Designing and using highquality paper-and-pencil tests (Successline SMART strategies series).

Daggett, (2004). "America's Most Successful High Schools: What Makes

School Improvement Plan

Wayne Memorial High School

them Work".

Tier:

Activity - Collaborative Teams Develop Common Finals	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will review all un-wrapped Common Core State Standards (CCSS) and will use those standards to develop high-quality end of course assessments. We will provide staff with released items from SAT Suite and the MME/MSTE to review when developing test items for these assessments. We will also provide staff with historical data on student achievement for these assessments (including Explore, ACT, MME, MI-Access, and PLAN). Teachers will develop common finals collaboratively using district-sponsored curriculum committee time. They will specifically use local and state data to ensure the common summative assessments are valid, reliable, and aligned to the Common Core and the SAT College Readiness Standards.	Professional Learning			07/01/2016	06/23/2017	\$0	No Funding Required	All Staff
Activity - Daily Targeted Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Utilizing learning targets created through the process of unwrapping standards and aligned to the Common Core State Standards (CCSS), staff members communicate learning targets to students and tie activities and assessments to the desired student learning. Additionally, teachers formatively assess students daily, providing feedback to students about their learning, and then returning to the learning to re-teach or enrich students depending on the outcome.	Direct Instruction			07/01/2016	06/23/2017	\$0	No Funding Required	All Staff
Activity - Job-Embedded Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teaching staff will work to develop best practices during weekly, job-embedded professional development. This professional development will come in the form of a professional learning community where teams will be largely comprised of teachers who teach the same grade-level and subject-area. Time will be allotted for vertical alignment and cross-curricular instructional alignment. Information from feedback sheets from these team meetings will be used to identify staff development needs and ensure that all staff are making progress towards the school mission and that all work is in line with the school's vision.	Professional Learning			07/01/2016	06/23/2017	\$0	No Funding Required	All Staff

School Improvement Plan

Wayne Memorial High School

Activity - Use Remark/MiSTAR DNA to Report and Analyze Data	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All collaborative teams will use the MiSTAR DNA system to report and analyze data from formative and summative assessments. Data interpreted from the Remark reports will be used by teachers to measure student progress toward learning goals, as well as, the effectiveness of their instructional strategies. These reports will be used in a systematic way to ensure all students achieve mastery and to ensure instructional quality during our transition from the High School Content Expectations (HSCE) to the Common Core State Standards (CCSS).	Professional Learning			07/01/2016	06/23/2017	\$0	No Funding Required	All Staff

Strategy 3:

Interventions - Teachers will frequently monitor each student's learning of essential outcomes and provide students with multiple opportunities to demonstrate progress in meeting and exceeding learning objectives. All staff will be involved in a pyramid of interventions to ensure that every child learns the essential standards.

Category:

Research Cited: Failure is NOT an Option, by Alan M. Blankstein, 2004.

Whatever It Takes, DuFour, DuFour, Eaker and Karhanek (2004).

Professional Learning Communities at Work-Best Practices for Enhancing Student Achievement, Dufour & Eaker (1998).

Pyramid Response to Intervention, M. Mattos (2009), by Solution Tree.

Revisiting Professional Learning Communities at Work, R. DuFour (2008), by Solution Tree.

Teaching with Poverty in Mind, E. Jensen (2009).

Dropout Prevention, Dynarski, Clarke, Cobb, Finn, Rumberger, Smink (September 2008), by U.S. Department of Education NCEE Report from What Works Clearinghouse.

U.S. Department of Education NCEE 2009-4006 Report from What Works Clearinghouse

Helping students navigate the path to college: What high schools can do: A Practice Guide, Institute of Education Sciences, Tierney, W. G., Bailey, T., Constantine, J., Finkelstein, N., & Hurd, N. F. (2009).

Graham, S., & Hebert, M.A. (2010). Writing to read: Evidence for how writing can improve reading. A Carnegie Corporation Time to Act Report. Washington, DC: Alliance for Excellent Education.

School Improvement Plan

Wayne Memorial High School

U.S. Department of Education NCEE 2009-012 Report, from What Works Clearinghouse

Structuring out of school time to improve student achievement: A Practice Guide, Institute of Education Services, Beckett, Borman, Capizzano, Parsley, Ross, Schirm, & Taylor (July 2009).

Failure is NOT an Option, by Alan M. Blankstein, 2004.

Whatever It Takes, DuFour, DuFour, Eaker and Karhanek (2004).

Professional Learning Communities at Work-Best Practices for Enhancing Student Achievement, Dufour & Eaker (1998).

Pyramid Response to Intervention, M. Mattos (2009), by Solution Tree.

Revisiting Professional Learning Communities at Work, R. DuFour (2008), by Solution Tree.

Teaching with Poverty in Mind, E. Jensen (2009).

Dropout Prevention, Dynarski, Clarke, Cobb, Finn, Rumberger, Smink (September 2008), by U.S. Department of Education NCEE Report from What Works Clearinghouse.

Tier:

Activity - Champion	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Champion Program is a mentor program whereby students are paired with adult "Champion" in the building who are dedicated to helping students reach their goal of a 15% increase in their overall grade point average during the course of the semester. Students who reach their goal are awarded a two hundred dollar stipend, invited to an award banquet, and their names displayed proudly on the Champion trophy. Money for this intervention/enrichment program is donated by the Helppie Family Charitable Foundation, founded by a Wayne Memorial High School alumnus.	Academic Support Program			07/01/2016	06/23/2017	\$100000	Other	All Staff

School Improvement Plan

Wayne Memorial High School

Activity - PBiS	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
We will implement a building-wide Positive Behavior Support System (PBiS) to provide a positive culture for academic and behavioral success. All staff members will use positive reinforcement and common expectations/consequences when dealing with student behavior.	Behavioral Support Program			07/01/2016	06/23/2017	\$5000	Other	All Staff

Strategy 4:

Parent & Community Involvement - Staff will utilize research-based strategies to increase parent and community involvement.

Category:

Research Cited: What Successful Schools Do to Involve Families, N. Glasgow (2009), by Corwin Press.

School, Family, and Community Partnerships, J. Epstein (2009), by Corwin Press.

Tier:

Activity - Two-Way Communication	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All parents are registered for Parent Connect, access to the online profile for their student in our student information database, when they enroll their child in Wayne-Westland Community School District. Parents will receive school emails with important information related to the school community from the Principal's Listserve. Parents will also receive information regarding their students through robocalls and through information on the electronic marquee. Staff will commit to communicating with parents via email, written communication, phone calls, and parent meetings. School and teacher websites will be utilized as a way to communicate with parents as well.	Communication			07/01/2016	06/23/2017	\$0	No Funding Required	All Staff

Activity - Steering Committee	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parent volunteers are represented on the school steering committee so they can have a voice at Wayne Memorial. The Steering Committee is the site-based decision making school improvement team at Wayne Memorial High School.	Parent Involvement			07/01/2016	06/23/2017	\$0	No Funding Required	All Staff

Activity - Provide Parents with Resources and Strategies to Help Their Children Succeed	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

Wayne Memorial High School

The school website has a dedicated section for each of the 5 major content areas: English, Math, Science, Social Studies, and Electives. Under each content area, there are resources such as Khan Academy for Math and reading strategies for English. Additionally, teachers utilize technology such as Remind101 and Zangle Parent Connect to keep parents informed of important dates and student achievement.	Parent Involvement			07/01/2015	06/24/2016	\$0	No Funding Required	All Staff
Activity - Community Nights	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Wayne Memorial has worked to establish the building as a community center to help build positive culture among staff, students, and parents, as well as, diminish stigma associated with school. During the school year, the staff hosts three community nights (Wayne Pride Night, Spooktacular, and Holiday Night) that are completely free for the community. Each event provides a fun, family-friendly environment that allows families to enjoy themselves for an evening without worrying about the cost of doing so. Most activities are academically based and assist parents in helping their children succeed.	Community Engagement			07/01/2016	06/23/2017	\$6000	Other	All Staff

Goal 4: All students at Wayne Memorial will increase their achievement in Social Studies.

Measurable Objective 1:

55% of Eighth, Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency on the SAT College Readiness Benchmarks and Common Core State Standards in Social Studies by 05/01/2017 as measured by student achievement scores on the MME. 100% of students in all grades will be proficient on district common assessments where proficiency is 75%..

Strategy 1:

Best Practices & Aligned Common Curriculum - Teachers will unwrap the Common Core State Standards to determine learning targets, essential questions, and learning progressions that will lead students to a deeper understanding of the skills necessary for success post-secondary and in life. Staff will critically analyze units prior to implementing them to ensure that they are aligned both to the Common Core as well as the SAT College Readiness Benchmarks. Staff will also vertically align all power standards to ensure that there are not any gaps in the curriculum and that students are learning at high levels. Staff will also ensure that available technology is integrated into each unit of design. Teachers will utilize best practices when delivering instruction that best meets the needs of all students.

Category:

Research Cited: Wiggins & McTighe, (2011). The Understanding by Design Guide to Creating High-Quality Units, 2nd Edition.

Wiggins & McTighe, (2005). Understanding by Design, Expanded 2nd Edition.

Sanchez,(2008). A Brain-Based Approach to Closing the Achievement Gap.

Marzano, (2007). The Art & Science of Teaching.

Marzano, (2004). Classroom Instruction that Works.

Tomlinson (1999). The Differentiated Classroom.

Blankstein (2008). Failure is Not an Option.

Wong, (1991). The First Days of School.

DuFour, (1998). Professional Learning Communities at Work.

Payne, (1998). Framework for Understanding Poverty.

Schmoker, (1999). Results -The Key to Continuous School Improvement.

Collins, (2001). Good to Great.

DuFour, (2002). Getting Started.

Marzano, (2003). What Works in Schools.

DuFour, (2004). Whatever It Takes.

DuFour, (2005). On Common Ground.

DuFour, (2006). Learning by Doing.

Schmoker, (2006). Results Now.

Reeves, (2007). Ahead of the Curve.

School Improvement Plan

Wayne Memorial High School

DuFour, (2008). Revisiting Professional Learning Communities at Work.

Buffum, Mattos, Weber, (2009). Pyramid Response to Intervention.

Wahlstrom, (2002). Assess for success: Designing and using high quality paper-and-pencil tests (Successline SMART strategies series).

Daggett, (2004). "America's Most Successful High Schools: What Makes them Work".

Tier:

Activity - Non-Fiction Writing Initiative	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
We will utilize the Michigan Department of Education (MDE) cross-curricular writing standards and the Common Core State Standards (CCSS) to teach writing across the curriculum. Staff will utilize a district-wide common analytical writing rubric to assess student writing skills and provide them with feedback. Staff will incorporate at least six substantial writing pieces each year and will analyze the results to identify student strengths and weaknesses. Instruction will be adjusted throughout the school year to target student weaknesses.	Academic Support Program			07/01/2016	06/23/2017	\$0	No Funding Required	All Staff
Activity - Literacy Initiative	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will be training on building-wide reading strategies to use in their classrooms. Students will be exposed to a wide range of non-fiction material in a variety of ways daily. Staff will utilize vocabulary instruction strategies such as Word Wall or the Frayer Model to expand students' vocabulary on a weekly basis.	Academic Support Program			07/01/2016	06/23/2017	\$0	No Funding Required	All Staff
Activity - SAT Prep	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

Wayne Memorial High School

We will develop and implement teacher/counselor sponsored SAT reviews and preparation activities. These review sessions will be targeted and will take place after the school day during the months of January - March. In addition, all staff will embed SAT-like activities in their classrooms on a regular basis during the school day. Special attention will be placed on the College Readiness Benchmark standards.	Academic Support Program			07/01/2016	06/23/2017	\$0	No Funding Required	All Staff
Activity - Utilizing Instructional Best Practice in the Classroom	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize best practice strategies in their classroom on a daily basis. Strategies may include, but not limited to, Marzano's Essential Nine, Cold Call, No Opt Out, Stretch it, and Cruising Clipboard. Teachers will be supported with the use of the 5 Dimension framework.	Direct Instruction			07/01/2016	06/23/2017	\$0	No Funding Required	All Staff
Activity - Vertical and Horizontal Alignment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
During content team meetings, all staff members will work collaboratively to ensure all Common Core State Standards (CCSS) and High School Content Expectations (HSCE) are incorporated into their units of design. Prior knowledge that is necessary for mastery of the standards will be communicated both horizontally and vertically. This will ensure that the courses are being taught with the appropriate rigor. Teams will also meet to design cross-curricular activities to increase student literacy skills. Teams will utilize the Common Core reading and writing standards when developing their activities.	Professional Learning			07/01/2016	06/23/2017	\$0	No Funding Required	All Staff
Activity - Weekly Team Feedback Sheets	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Content teams will meet weekly to collaborate on best practices, analyze data, and ensure that the curriculum is implemented with fidelity. Each content team will complete a feedback sheet that will be turned into a building administrator. Building administrators will give timely and specific feedback to each content team.	Professional Learning			07/01/2016	06/23/2017	\$0	No Funding Required	All Staff
Activity - Differentiated Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

Wayne Memorial High School

Teachers will be trained and will use differentiated instruction daily to assist students who are struggling to master learning targets. Staff will utilize technology to differentiate instruction for all learners.	Professional Learning			07/01/2016	06/23/2017	\$0	No Funding Required	All Staff
---	-----------------------	--	--	------------	------------	-----	---------------------	-----------

Strategy 2:

Best Practice on Common Assessments & Performance Tasks - Staff will develop local, common, formative and summative assessments to frequently monitor each student's achievement of essential outcomes. Staff will use common summative assessments to measure student achievement on the Common Core State Standards and the College Readiness Standards. Staff will also develop common performance tasks to measure student mastery. Staff will develop procedures for tracking individual student achievement on the standards as well as a system for communicating with students their progress toward mastery.

Category: Social Studies

Research Cited: Sanchez, (2008). A Brain-Based Approach to Closing the Achievement Gap.

Marzano, (2007). The Art & Science of Teaching.

Marzano, (2004). Classroom Instruction that Works.

Tomlinson (1999). The Differentiated Classroom.

Blankstein (2008). Failure is Not an Option.

Wong, (1991). The First days of School.

DuFour, (1998). Professional Learning Communities at Work.

Payne, (1998). Framework for Understanding Poverty.

Schmoker, (1999). Results - The Key to Continuous School Improvement.

Collins, (2001). Good to Great.

DuFour, (2002). Getting Started.

Ventura, (2003). Leadership Secrets of Santa Claus.

Marzano, (2003). What Works in Schools.

DuFour, (2004). Whatever It Takes.

DuFour, (2005). On Common Ground.

DuFour, (2006). Learning by Doing.

Schmoker, (2006). Results Now.

Reeves, (2006). The Learning Leader.

Reeves, (2007). Ahead of the Curve.

DuFour, (2008). Revisiting Professional Learning Communities at Work.

Wahlstrom, (2002). Assess for success: Designing and using highquality paper-and-pencil tests (Successline SMART strategies series).

Daggett, (2004). "America's Most Successful High Schools: What Makes them Work".

School Improvement Plan

Wayne Memorial High School

Tier:

Activity - Collaborative Teams Develop Common Finals	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will review all un-wrapped Common Core State Standards (CCSS) and will use those standards to develop high-quality end of course assessments. Teachers will develop common finals collaboratively using district-sponsored curriculum committee time. They will specifically use local and state data to ensure the common summative assessments are valid, reliable, and aligned to the Common Core and the College Readiness Standards.	Professional Learning			07/01/2016	06/23/2017	\$0	No Funding Required	All Staff
Activity - Daily Targeted Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Utilizing learning targets created through the process of unwrapping standards and aligned to the Common Core State Standards (CCSS), staff members communicate learning targets to students and tie activities and assessments to the desired student learning. Additionally, teachers formatively assess students daily, providing feedback to students about their learning, and then returning to the learning to re-teach or enrich students depending on the outcome.	Direct Instruction			07/01/2016	06/23/2017	\$0	No Funding Required	All Staff
Activity - Use Remark/Mi STAR DNA to Report and Analyze Data	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All collaborative teams will use the MiSTAR DNA system to report and analyze data from formative and summative assessments. Data interpreted from the reports will be used by teachers to measure student progress toward learning goals, as well as, the effectiveness of their instructional strategies. These reports will be used in a systematic way to ensure all students achieve mastery and to ensure instructional quality during our transition from the High School Content Expectations (HSCE) to the Common Core State Standards (CCSS).	Other			07/01/2016	06/23/2017	\$0	No Funding Required	All Staff

Strategy 3:

Interventions - Teachers will frequently monitor each student's learning of essential outcomes and provide students with multiple opportunities to demonstrate progress in meeting and exceeding learning objectives. All staff will be involved in a pyramid of interventions to ensure that every child learns the essential standards.

Category:

Research Cited: Blankstein (2004). Failure is Not an Option.

School Improvement Plan

Wayne Memorial High School

DuFour, DuFour, Eaker and Karhanek (2004). Whatever It Takes.

Dufour & Eaker (1998). Professional Learning Communities at Work-Best Practices for Enhancing Student Achievement.

M. Mattos (2009). Pyramid Response to Intervention, by Solution Tree.

R. DuFour (2008). Revisiting Professional Learning Communities at Work, by Solution Tree.

E. Jensen (2009). Teaching with Poverty in Mind.

Dynarski, Clarke, Cobb, Finn, Rumberger, Smink (September 2008), Dropout Prevention by U.S. Department of Education NCEE Report from What Works Clearinghouse.

Tier:

Activity - Champion	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Champion Program is a mentor program whereby students are paired with adult "Champion" in the building who are dedicated to helping students reach their goal of a 15% increase in their overall grade point average during the course of the semester. Students who reach their goal are awarded a two hundred dollar stipend, invited to an award banquet, and their names displayed proudly on the Champion trophy. Money for this intervention/enrichment program is donated by the Helppie Family Charitable Foundation, founded by a Wayne Memorial High School alumnus.	Community Engagement			07/01/2016	06/23/2017	\$100000	Other	All Staff

Activity - PBiS	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
We will implement a building-wide Positive Behavior Support System (PBIS) to provide a positive culture for academic and behavioral success. All staff members will use positive reinforcement and common expectations/consequences when dealing with student behavior.	Behavioral Support Program			07/01/2016	06/23/2017	\$5000	Other	All Staff

Strategy 4:

Parent & Community Involvement - Staff will utilize research-based strategies to increase parent and community involvement.

Category:

Research Cited: What Successful Schools Do to Involve Families, N. Glasgow (2009), by Corwin Press.

SY 2016-2017

© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

School Improvement Plan

Wayne Memorial High School

School, Family, and Community Partnerships, J. Epstein (2009), by Corwin Press.

Tier:

Activity - Two-Way Communication	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All parents are registered for Parent Connect, access to the online profile for their student in our student information database, when they enroll their child in Wayne-Westland Community School District. Parents will receive school emails with important information related to the school community from the Principal's Listserve. Parents will also receive information regarding their students through robocalls and through information on the electronic marquee. Staff will commit to communicating with parents via email, written communication, phone calls, and parent meetings. School and teacher websites will be utilized as a way to communicate with parents as well.	Communication			07/01/2016	06/23/2017	\$0	No Funding Required	All Staff
Activity - Steering Committee	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parent volunteers are represented on the school steering committee so they can have a voice at Wayne Memorial. The Steering Committee is the site-based decision making school improvement team at Wayne Memorial High School.	Community Engagement			07/01/2016	06/23/2017	\$0	No Funding Required	Steering Committee Members
Activity - Provide Parents with Resources and Strategies to Help Their Children Succeed	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school website has a dedicated section for each of the 5 major content areas: English, Math, Science, Social Studies, and Electives. Under each content area, there are resources such as Khan Academy for Math and reading strategies for English. Additionally, teachers utilize technology such as Remind101 and Zangle Parent Connect to keep parents informed of important dates and student achievement.	Parent Involvement			07/01/2016	06/23/2017	\$0	No Funding Required	All Staff
Activity - Community Nights	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

Wayne Memorial High School

Wayne Memorial has worked to establish the building as a community center to help build positive culture among staff, students, and parents, as well as, diminish stigma associated with school. During the school year, the staff hosts three community nights (Wayne Pride Night, Spooktacular, and Holiday Night) that are completely free for the community. Each event provides a fun, family-friendly environment that allows families to enjoy themselves for an evening without worrying about the cost of doing so. Most sessions are academically based to assist parents with helping their children succeed.	Community Engagement			07/01/2016	06/23/2017	\$6000	Other	All Staff
--	----------------------	--	--	------------	------------	--------	-------	-----------

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Other

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Champion	The Champion Program is a mentor program whereby students are paired with adult "Champion" in the building who are dedicated to helping students reach their goal of a 15% increase in their overall grade point average during the course of the semester. Students who reach their goal are awarded a two hundred dollar stipend, invited to an award banquet, and their names displayed proudly on the Champion trophy. Money for this intervention/enrichment program is donated by the Helppie Family Charitable Foundation, founded by a Wayne Memorial High School alumnus.	Community Engagement			07/01/2016	06/23/2017	\$100000	All Staff
Community Nights	Wayne Memorial has worked to establish the building as a community center to help build positive culture among staff, students, and parents, as well as, diminish stigma associated with school. During the school year, the staff hosts three community nights (Wayne Pride Night, Spooktacular, and Holiday Night) that are completely free for the community. Each event provides a fun, family-friendly environment that allows families to enjoy themselves for an evening without worrying about the cost of doing so. Most sessions are academically based to assist parents with helping their children succeed.	Community Engagement			07/01/2016	06/23/2017	\$6000	All Staff

School Improvement Plan

Wayne Memorial High School

Community Nights	Wayne Memorial has worked to establish the building as a community center to help build positive culture among staff, students, and parents, as well as, diminish stigma associated with school. During the school year, the staff hosts three community nights (Wayne Pride Night, Spooktacular, and Holiday Night) that are completely free for the community. Each event provides a fun, family-friendly environment that allows families to enjoy themselves for an evening without worrying about the cost of doing so. Some activities are academically based and assist parents with helping their children's achievement.	Community Engagem ent			07/01/2016	06/23/2017	\$6000	All Staff
PBiS	We will implement a building-wide Positive Behavior Support System (PBIS) to provide a positive culture for academic and behavioral success. All staff members will use positive reinforcement and common expectations/consequences when dealing with student behavior.	Behavioral Support Program			07/01/2016	06/23/2017	\$5000	All staff
Champion	The Champion Program is a mentor program whereby students are paired with adult "Champion" in the building who are dedicated to helping students reach their goal of a 15% increase in their overall grade point average during the course of the semester. Students who reach their goal are awarded a two hundred dollar stipend, invited to an award banquet, and their names displayed proudly on the Champion trophy. Money for this intervention/enrichment program is donated by the Helppie Family Charitable Foundation, founded by a Wayne Memorial High School alumnus.	Academic Support Program			07/01/2016	06/23/2017	\$100000	All staff
PBiS	We will implement a building-wide Positive Behavior Support System (PBIS) to provide a positive culture for academic and behavioral success. All staff members will use positive reinforcement and common expectations/consequences when dealing with student behavior.	Behavioral Support Program			07/01/2016	06/23/2017	\$5000	All Staff

School Improvement Plan

Wayne Memorial High School

Champion	The Champion Program is a mentor program whereby students are paired with adult "Champion" in the building who are dedicated to helping students reach their goal of a 15% increase in their overall grade point average during the course of the semester. Students who reach their goal are awarded a two hundred dollar stipend, invited to an award banquet, and their names displayed proudly on the Champion trophy. Money for this intervention/enrichment program is donated by the Helppie Family Charitable Foundation, founded by a Wayne Memorial High School alumnus.	Academic Support Program			07/01/2016	06/23/2017	\$100000	All Staff
Community Nights	Wayne Memorial has worked to establish the building as a community center to help build positive culture among staff, students, and parents, as well as, diminish stigma associated with school. During the school year, the staff hosts three community nights (Wayne Pride Night, Spooktackular, and Holiday Night) that are completely free for the community. Each event provides a fun, family-friendly environment that allows families to enjoy themselves for an evening without worrying about the cost of doing so. Many activities are academically based to assist parents in helping their children succeed.	Community Engagement			06/01/2016	06/23/2017	\$6000	All Staff
PBiS	We will implement a building-wide Positive Behavior Support System (PBIS) to provide a positive culture for academic and behavioral success. All staff members will use positive reinforcement and common expectations/consequences when dealing with student behavior.	Behavioral Support Program			07/01/2016	06/23/2017	\$5000	All Staff
PBiS	We will implement a building-wide Positive Behavior Support System (PBIS) to provide a positive culture for academic and behavioral success. All staff members will use positive reinforcement and common expectations/consequences when dealing with student behavior.	Behavioral Support Program			07/01/2016	06/23/2017	\$5000	All staff

School Improvement Plan

Wayne Memorial High School

Champion	The Champion Program is a mentor program whereby students are paired with adult "Champion" in the building who are dedicated to helping students reach their goal of a 15% increase in their overall grade point average during the course of the semester. Students who reach their goal are awarded a two hundred dollar stipend, invited to an award banquet, and their names displayed proudly on the Champion trophy. Money for this intervention/enrichment program is donated by the Helppie Family Charitable Foundation, founded by a Wayne Memorial High School alumnus.	Academic Support Program			07/01/2016	06/23/2017	\$100000	All staff
Community Nights	Wayne Memorial has worked to establish the building as a community center to help build positive culture among staff, students, and parents, as well as, diminish stigma associated with school. During the school year, the staff hosts three community nights (Wayne Pride Night, Spooktackular, and Holiday Night) that are completely free for the community. Each event provides a fun, family-friendly environment that allows families to enjoy themselves for an evening without worrying about the cost of doing so. Most activities are academically based and assist parents in helping their children succeed.	Community Engagement			07/01/2016	06/23/2017	\$6000	All Staff

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Literacy Initiative	Staff will be training on building-wide reading strategies to use in their classrooms. Students will be exposed to a wide range of non-fiction material in a variety of ways daily. Staff will utilize vocabulary instruction strategies and reading strategies.	Academic Support Program			07/01/2016	06/23/2017	\$0	All staff

School Improvement Plan

Wayne Memorial High School

SAT Prep	We will develop and implement teacher/counselor sponsored SAT reviews and preparation activities. These review sessions will be targeted and will take place after the school day during the months of January - March. In addition, all staff will focus each marking period are the essential college readiness skills. These essential skills will be taught to mastery. Success for each student will be reported to the PLC and administration. Interventions will focus on helping all students master the essential college readiness skills.	Academic Support Program			07/01/2016	06/23/2017	\$0	All Math teachers
Daily Targeted Instruction	Utilizing learning targets created through the process of unwrapping standards and aligned to the Common Core State Standards (CCSS), staff members communicate learning targets to students and tie activities and assessments to the desired student learning. Additionally, teachers formatively assess students daily, providing feedback to students about their learning, and then returning to the learning to re-teach or enrich students depending on the outcome.	Direct Instruction			07/01/2016	06/23/2017	\$0	All Staff
Non-Fiction Writing Initiative	We will utilize the Michigan Department of Education (MDE) cross-curricular writing standards and the Common Core State Standards (CCSS) to teach writing across the curriculum. Staff will utilize a district-wide common analytical writing rubric to assess student writing skills and provide them with feedback. Staff will incorporate at least six substantial writing pieces each year and will analyze the results to identify student strengths and weaknesses. Instruction will be adjusted throughout the school year to target student weaknesses.	Academic Support Program			07/01/2016	06/23/2017	\$0	All teachers
Vertical and Horizontal Alignment	During content team meetings, all staff members will work collaboratively to ensure all Common Core State Standards (CCSS) and High School Content Expectations (HSCE) are incorporated into their units of design. Prior knowledge that is necessary for mastery of the standards will be communicated both horizontally and vertically. This will ensure that the courses are being taught with the appropriate rigor. Teams will also meet to design cross-curricular activities to increase student literacy skills. Teams will utilize the Common Core reading and writing standards when developing their activities.	Professional Learning			07/01/2016	06/23/2017	\$0	All Staff

School Improvement Plan

Wayne Memorial High School

Use Remark/Mi STAR DNA to Report and Analyze Data	All collaborative teams will use the MiSTAR DNA system to report and analyze data from formative and summative assessments. Data interpreted from the reports will be used by teachers to measure student progress toward learning goals, as well as, the effectiveness of their instructional strategies. These reports will be used in a systematic way to ensure all students achieve mastery and to ensure instructional quality during our transition from the High School Content Expectations (HSCE) to the Common Core State Standards (CCSS).	Other			07/01/2016	06/23/2017	\$0	All Staff
Non-Fiction Writing Initiative	We will utilize the Michigan Department of Education (MDE) cross-curricular writing standards and the Common Core State Standards (CCSS) to teach writing across the curriculum. Staff will utilize a district-wide common analytical writing rubric to assess student writing skills and provide them with feedback. Staff will incorporate at least six substantial writing pieces each year and will analyze the results to identify student strengths and weaknesses. Instruction will be adjusted throughout the school year to target student weaknesses.	Academic Support Program			07/01/2016	06/23/2017	\$0	All Staff
Weekly Team Feedback Sheets	Content teams will meet weekly to collaborate on best practices, analyze data, and ensure that the curriculum is implemented with fidelity. Each content team will complete a feedback sheet that will be turned into a building administrator. Building administrators will give timely and specific feedback to each content team.	Professional Learning			07/01/2016	06/23/2017	\$0	All Staff
Vertical and Horizontal Alignment	During content team meetings, all staff members will work collaboratively to ensure all Common Core State Standards (CCSS) and High School Content Expectations (HSCE) are incorporated into their units of design. Prior knowledge that is necessary for mastery of the standards will be communicated both horizontally and vertically. This will ensure that the courses are being taught with the appropriate rigor. Teams will also meet to design cross-curricular activities to increase student literacy skills. Teams will utilize the Common Core reading and writing standards when developing their activities.	Professional Learning			07/01/2016	06/23/2017	\$0	All staff

School Improvement Plan

Wayne Memorial High School

Literacy Initiative	Staff will be training on building-wide reading strategies to use in their classrooms. Students will be exposed to a wide range of non-fiction material in a variety of ways daily. Staff will utilize vocabulary instruction strategies such as Word Wall or the Frayer Model to expand students' vocabulary on a weekly basis.	Academic Support Program			07/01/2016	06/23/2017	\$0	All Staff
Use Remark/MiSTAR DNA to Report and Analyze Data	All collaborative teams will use the MiSTAR DNA system to report and analyze data from formative and summative assessments. Data interpreted from the Remark reports will be used by teachers to measure student progress toward learning goals, as well as, the effectiveness of their instructional strategies. These reports will be used in a systematic way to ensure all students achieve mastery and to ensure instructional quality during our transition from the High School Content Expectations (HSCE) to the Common Core State Standards (CCSS).	Professional Learning			07/01/2016	06/23/2017	\$0	All Staff
Two-Way Communication	All parents are registered for Parent Connect, access to the online profile for their student in our student information database, when they enroll their child in Wayne-Westland Community School District. Parents will receive school emails with important information related to the school community from the Principal's Listserve. Parents will also receive information regarding their students through robocalls and through information on the electronic marquee. Staff will commit to communicating with parents via email, written communication, phone calls, and parent meetings. School and teacher websites will be utilized as a way to communicate with parents as well.	Communication			07/01/2016	06/23/2017	\$0	All Staff
Provide Parents with Resources and Strategies to Help Their Children Succeed	The school website has a dedicated section for each of the 5 major content areas: English, Math, Science, Social Studies, and Electives. Under each content area, there are resources such as Khan Academy for Math and reading strategies for English. Additionally, teachers utilize technology such as Remind101 and Zangle Parent Connect to keep parents informed of important dates and student achievement.	Parent Involvement			07/01/2016	06/23/2017	\$0	All Staff

School Improvement Plan

Wayne Memorial High School

Vertical and Horizontal Alignment	<p>During content team meetings, all staff members will work collaboratively to ensure all Common Core State Standards (CCSS) and High School Content Expectations (HSCE) are incorporated into their units of design. Prior knowledge that is necessary for mastery of the standards will be communicated both horizontally and vertically. This will ensure that the courses are being taught with the appropriate rigor.</p> <p>Teams will also meet to design cross-curricular activities to increase student literacy skills. Teams will utilize the Common Core reading and writing standards when developing their activities.</p>	Professional Learning			07/01/2016	06/23/2017	\$0	All Staff
SAT Prep	<p>We will develop and implement teacher/counselor sponsored SAT reviews and preparation activities. These review sessions will be targeted and will take place after the school day during the months of January - March. In addition, all staff will embed SAT-like activities in their classrooms on a regular basis during the school day. Special attention will be placed on the College Readiness Benchmark standards.</p>	Academic Support Program			07/01/2016	06/23/2017	\$0	All Staff
Utilizing Instructional Best Practice in the Classroom	<p>Teachers will utilize best practice strategies in their classroom on a daily basis. Strategies may include, but not limited too, Marzano's Essential Nine, Cold Call, No Opt Out, Stretch it, and Cruising Clipboard. Teachers will be supported with the use of the 5 Dimension framework.</p>	Direct Instruction			07/01/2016	06/23/2017	\$0	All Staff
Daily Targeted Instruction	<p>Utilizing learning targets created through the process of unwrapping standards and aligned to the Common Core State Standards (CCSS), staff members communicate learning targets to students and tie activities and assessments to the desired student learning. Additionally, teachers formatively assess students daily, providing feedback to students about their learning, and then returning to the learning to re-teach or enrich students depending on the outcome.</p>	Direct Instruction			07/01/2016	06/23/2017	\$0	All Staff
Weekly Team Feedback Sheets	<p>Content teams will meet weekly to collaborate on best practices, analyze data, and ensure that the curriculum is implemented with fidelity. Each content team will complete a feedback sheet that will be turned into a building administrator. Building administrators will give timely and specific feedback to each content team.</p>	Professional Learning			07/01/2016	06/23/2017	\$0	All Staff

School Improvement Plan

Wayne Memorial High School

Differentiated Instruction	Teachers will be trained and will use differentiated instruction daily to assist students who are struggling to master learning targets. Staff will utilize technology to differentiate instruction for all learners.	Professional Learning			07/01/2016	06/23/2017	\$0	All Staff
Utilizing Instructional Best Practice in the Classroom	Teachers will utilize best practice strategies in their classroom on a daily basis. Strategies may include, but not limited to, Marzano's Essential Nine, Cold Call, No Opt Out, Stretch it, and Cruising Clipboard. Teachers will regularly use technology in the classroom to engage students, differentiate instruction, and create a more meaningful learning experience.	Direct Instruction			07/01/2016	06/23/2017	\$0	All Staff
Daily Targeted Instruction	Utilizing learning targets created through the process of unwrapping standards and aligned to the Common Core State Standards (CCSS), staff members communicate learning targets to students and tie activities and assessments to the desired student learning. Additionally, teachers formatively assess students daily, providing feedback to students about their learning, and then returning to the learning to re-teach or enrich students depending on the outcome.	Direct Instruction			07/01/2016	06/23/2017	\$0	All Staff
Provide Parents with Resources and Strategies to Help Their Children Succeed	The school website has a dedicated section for each of the 5 major content areas: English, Math, Science, Social Studies, and Electives. Under each content area, there are resources such as Khan Academy for Math and reading strategies for English. Additionally, teachers utilize technology such as Remind101 and Zangle Parent Connect to keep parents informed of important dates and student achievement.	Parent Involvement			07/01/2016	06/23/2017	\$0	All Staff
Job-Embedded Professional Development	All teaching staff will work to develop best practices during weekly, job-embedded professional development. This professional development will come in the form of a professional learning community where teams will be largely comprised of teachers who teach the same grade-level and subject-area. Time will be allotted for vertical alignment and cross-curricular instructional alignment. Information from feedback sheets from these team meetings will be used to identify staff development needs and ensure that all staff are making progress towards the school mission and that all work is in line with the school's vision.	Professional Learning			07/01/2016	06/23/2017	\$0	All Staff

School Improvement Plan

Wayne Memorial High School

Daily Targeted Instruction	Utilizing learning targets created through the process of unwrapping standards and aligned to the Common Core State Standards (CCSS), staff members communicate learning targets to students and tie activities and assessments to the desired student learning. Additionally, teachers formatively assess students daily, providing feedback to students about their learning, and then returning to the learning to re-teach or enrich students depending on the outcome.	Direct Instruction			07/01/2016	06/23/2017	\$0	All Staff
Two-Way Communication	All parents are registered for Parent Connect, access to the online profile for their student in our student information database, when they enroll their child in Wayne-Westland Community School District. Parents will receive school emails with important information related to the school community from the Principal's Listserve. Parents will also receive information regarding their students through robocalls and through information on the electronic marquee. Flat Screen TV's will also stream announcements inside the school for all to see. Staff will commit to communicating with parents via email, written communication, phone calls, and parent meetings. They will do this as a daily function of their job. School and teacher websites will be utilized as a way to communicate with parents as well. Additionally, staff will utilize Remind 101, wiki, Twitter, Schoology, and Edmodo to communicate with families.	Communication			07/01/2016	06/23/2017	\$0	All Staff
Steering Committee	Parent volunteers are represented on the school steering committee so they can have a voice at Wayne Memorial. The Steering Committee is the site-based decision making school improvement team at Wayne Memorial High School.	Parent Involvement			07/01/2016	06/23/2017	\$0	All Staff
Two-Way Communication	All parents are registered for Parent Connect, access to the online profile for their student in our student information database, when they enroll their child in Wayne-Westland Community School District. Parents will receive school emails with important information related to the school community from the Principal's Listserve. Parents will also receive information regarding their students through robocalls and through information on the electronic marquee. Staff will commit to communicating with parents via email, written communication, phone calls, and parent meetings. School and teacher websites will be utilized as a way to communicate with parents as well.	Communication			07/01/2016	06/23/2017	\$0	All Staff

School Improvement Plan

Wayne Memorial High School

Collaborative Teams Develop Common Finals	Staff will review all un-wrapped Common Core State Standards (CCSS) and will use those standards to develop high-quality end of course assessments. We will provide staff with released items from SAT Suite and the MME/MSTE to review when developing test items for these assessments. We will also provide staff with historical data on student achievement for these assessments (including Explore, ACT, MME, MI-Access, and PLAN). Teachers will develop common finals collaboratively using district-sponsored curriculum committee time. They will specifically use local and state data to ensure the common summative assessments are valid, reliable, and aligned to the Common Core and the SAT College Readiness Standards.	Professional Learning			07/01/2016	06/23/2017	\$0	All Staff
SAT Prep	We will develop and implement teacher/counselor sponsored SAT reviews and preparation activities. These review sessions will be targeted and will take place after the school day during the months of January - March. In addition, all staff will embed SAT-like activities in their classrooms on a regular basis during the school day. Special attention will be placed on the College Readiness Benchmark standards. Specifically, There will be an emphasis on data interpretation, reading, and scientific inquiry.	Academic Support Program			07/01/2016	06/23/2017	\$0	All Staff
Weekly Team Feedback Sheets	Content teams will meet weekly to collaborate on best practices, analyze data, and ensure that the curriculum is implemented with fidelity. Each content team will complete a feedback sheet that will be turned into a building administrator. Building administrators will give timely and specific feedback to each content team.	Professional Learning			07/01/2016	06/23/2017	\$0	All Staff
Job-Embedded Professional Development	All teaching staff will work to develop best practices during weekly, job-embedded professional development. This professional development will come in the form of a professional learning community where teams will be largely comprised of teachers who teach the same grade-level and subject-area. Time will be allotted for vertical alignment and cross-curricular instructional alignment. Information from feedback sheets from these team meetings will be used to identify staff development needs and ensure that all staff are making progress towards the school mission and that all work is in line with the school's vision.	Professional Learning			06/01/2016	06/23/2017	\$0	All Staff

School Improvement Plan

Wayne Memorial High School

Use Remark/MiStar DNA to Report and Analyze Data	All collaborative teams will use the MiStar DNA system to report and analyze data from formative and summative assessments. Data interpreted from the reports will be used by teachers to measure student progress toward learning goals, as well as, the effectiveness of their instructional strategies. These reports will be used in a systematic way to ensure all students achieve mastery and to ensure instructional quality.	Other			07/01/2016	06/23/2017	\$0	All Staff
Weekly Team Feedback Sheets	Content teams will meet weekly to collaborate on best practices, analyze data, and ensure that the curriculum is implemented with fidelity. Each content team will complete a feedback sheet that will be turned into a building administrator. Building administrators will give timely and specific feedback to each content team.	Professional Learning			07/01/2016	06/23/2017	\$0	All staff
Two-Way Communication	All parents are registered for Parent Connect, access to the online profile for their student in our student information database, when they enroll their child in Wayne-Westland Community School District. Parents will receive school emails with important information related to the school community from the Principal's Listserve. Parents will also receive information regarding their students through robocalls and through information on the electronic marquee. Flat Screen TV's also display announcements for visitors to WMHS to see. Staff will commit to communicating with parents via email, written communication, phone calls, and parent meetings. School and teacher websites will be utilized as a way to communicate with parents as well. Teachers also utilize Remind 101, Edmodo, Schoology, Wikipages, and Twitter to communicate with parents.	Communication			07/01/2016	06/23/2017	\$0	All Staff
Vertical and Horizontal Alignment	During content team meetings, all staff members will work collaboratively to ensure all Common Core State Standards (CCSS) are incorporated into their units of design. Prior knowledge that is necessary for mastery of the standards will be communicated both horizontally and vertically. This will ensure that the courses are being taught with the appropriate rigor. Teams will also meet to design cross-curricular activities to increase student literacy skills. Teams will utilize the Common Core reading and writing standards when developing their activities.	Professional Learning			07/01/2016	06/23/2017	\$0	All Staff

School Improvement Plan

Wayne Memorial High School

Steering Committee	Parent volunteers are represented on the school steering committee so they can have a voice at Wayne Memorial. The Steering Committee is the site-based decision making school improvement team at Wayne Memorial High School.	Community Engagemen t			07/01/2016	06/23/2017	\$0	Steering Committee Members
Collaborative Teams Utilize Common Assessments	Staff will review all un-wrapped Common Core State Standards (CCSS) and will use those standards to develop high-quality end of course assessments. We will provide staff with released items from the SAT suite and the MME/MSTEP to review when developing test items for these assessments. Staff will periodically assess students using the commons assessment. The data from the assessment will be shared and discussed at a content team meeting.	Professiona l Learning			07/01/2016	06/23/2017	\$0	All Staff
Utilizing Instructional Best Practice in the Classroom	Teachers will utilize best practice strategies in their classroom on a daily basis. Strategies may include, but not limited too, Marzano's Essential Nine, Cold Call, No Opt Out, Stretch it, and Cruising Clipboard. Teachers will be supported in instruction through the 5 Dimensions framework.	Direct Instruction			07/01/2016	06/23/2017	\$0	All Staff
Use Remark/Mi STAR DNA to Report and Analyze Data	All collaborative teams will use the MiSTAR DNA system to report and analyze data from formative and summative assessments. Data interpreted from the Remark reports will be used by teachers to measure student progress toward learning goals, as well as, the effectiveness of their instructional strategies. These reports will be used in a systematic way to ensure all students achieve mastery and to ensure instructional quality during our transition from the High School Content Expectations (HSCE) to the Common Core State Standards (CCSS).	Other			07/01/2016	06/23/2017	\$0	All Staff
Steering Committee	Parent volunteers are represented on the school steering committee so they can have a voice at Wayne Memorial. The Steering Committee is the site-based decision making school improvement team at Wayne Memorial High School.	Parent Involvement			07/01/2016	06/23/2017	\$0	All Staff
Utilizing Instructional Best Practice in the Classroom	Teachers will utilize best practice strategies in their classroom on a daily basis. Strategies may include, but not limited too, Marzano's Essential Nine, Cold Call, No Opt Out, Stretch it, and Cruising Clipboard. Teachers will be supported using the 5 Dimensions framework.	Direct Instruction			07/01/2016	06/23/2017	\$0	All staff
Steering Committee	Parent volunteers are represented on the school steering committee so they can have a voice at Wayne Memorial. The Steering Committee is the site-based decision making school improvement team at Wayne Memorial High School.	Parent Involvement			07/01/2016	06/23/2017	\$0	All Staff

School Improvement Plan

Wayne Memorial High School

Collaborative Teams Develop Common Finals	Staff will review all un-wrapped Common Core State Standards (CCSS) and will use those standards to develop high-quality end of course assessments. We will provide staff with released items from the SAT Suite and the MME/MSTEP to review when developing test items for these assessments. We will also provide staff with historical data on student achievement for these assessments (including Explore, ACT, MME, MI-Access, and PLAN). Teachers will develop common finals collaboratively using district-sponsored curriculum committee time. They will specifically use local and state data to ensure the common summative assessments are valid, reliable, and aligned to the Common Core and the SAT College Readiness Standards.	Professional Learning			07/01/2016	06/23/2017	\$0	All Staff
Provide Parents with Resources and Strategies to Help Their Children Succeed	The school website has a dedicated section for each of the 5 major content areas: English, Math, Science, Social Studies, and Electives. Under each content area, there are resources such as Khan Academy for Math and reading strategies for English. Additionally, teachers utilize technology such as Remind101 and Zangle Parent Connect to keep parents informed of important dates and student achievement.	Parent Involvement			07/01/2016	06/23/2017	\$0	All Staff
Collaborative Teams Develop Common Finals	Staff will review all un-wrapped Common Core State Standards (CCSS) and will use those standards to develop high-quality end of course assessments. Teachers will develop common finals collaboratively using district-sponsored curriculum committee time. They will specifically use local and state data to ensure the common summative assessments are valid, reliable, and aligned to the Common Core and the College Readiness Standards.	Professional Learning			07/01/2016	06/23/2017	\$0	All Staff
Non-Fiction Writing Initiative	We will utilize the Michigan Department of Education (MDE) cross-curricular writing standards and the Common Core State Standards (CCSS) to teach writing across the curriculum. Staff will utilize a district-wide common analytical writing rubric to assess student writing skills and provide them with feedback. Staff will incorporate at least six substantial writing pieces each year and will analyze the results to identify student strengths and weaknesses. Instruction will be adjusted throughout the school year to target student weaknesses.	Academic Support Program			07/01/2016	06/23/2017	\$0	All Staff

School Improvement Plan

Wayne Memorial High School

Job-Embedded Professional Development	All teaching staff will work to develop best practices during weekly, job-embedded professional development. This professional development will come in the form of a professional learning community where teams will be largely comprised of teachers who teach the same grade-level and subject-area. Time will be allotted for vertical alignment and cross-curricular instructional alignment. Information from feedback sheets from these team meetings will be used to identify staff development needs and ensure that all staff are making progress towards the school mission and that all work is in line with the school's vision.	Professional Learning			07/01/2016	06/23/2017	\$0	All Staff
Provide Parents with Resources and Strategies to Help Their Children Succeed	The school website has a dedicated section for each of the 5 major content areas: English, Math, Science, Social Studies, and Electives. Under each content area, there are resources such as Khan Academy for Math and reading strategies for English. Additionally, teachers utilize technology such as Remind101 and Zangle Parent Connect to keep parents informed of important dates and student achievement.	Parent Involvement			07/01/2015	06/24/2016	\$0	All Staff

Section 31a

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
English Strategies	Students who are not proficient in reading when they enter the high school will be enrolled in a reading support class, called English Strategies. Students are identified from NWEA reading scores. The curriculum for this class was developed by a highly qualified Reading teacher and also encompasses technology support from the Reading Plus software program.	Academic Support Program			07/01/2016	06/23/2017	\$20000	English Strategies Teachers
Foundations	Students who have a history of struggling in math will be assigned an additional math class to support them in Algebra or Geometry. Students are identified by NWEA and grades. Students are also identified by past grades and concurrent teacher recommendations. Some students participate in the summer to support year round learning and minimize the impact of summer on students.	Academic Support Program			07/01/2016	06/23/2017	\$60000	Foundation teachers

School Improvement Plan

Wayne Memorial High School

E2020	We will provide students with an on-line computer based credit recovery class for all Math classes required for graduation. The E2020 program will utilized for this class and it will be taught by a highly qualified Math teacher.	Academic Support Program			07/01/2016	06/23/2017	\$10000	E2020 teachers
E2020	We will provide students with an on-line computer based credit recovery class for English 9, 10, 11, and 12. The E2020 program will utilized for this class and it will be taught by a highly qualified English teacher.	Academic Support Program			07/01/2016	06/23/2017	\$10000	E2020 teachers
Unit Recovery	Students who are not proficient on Algebra common assessments will be given a seventh hour class for two weeks. During the two weeks, a highly qualified math teacher will reteach the material and reassess students. The new assessment score will then be given to the primary Algebra teacher who will replace the grade.	Academic Support Program			07/01/2016	06/23/2017	\$20000	Unit Recovery Teachers

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
SAT Prep	We will develop and implement teacher/counselor sponsored SAT reviews and preparation activities. These review sessions will be targeted and will take place after the school day during the months of January-March. In addition, all staff will embed SAT-like activities in their classrooms on a daily basis during the school day. Special attention will be placed on the College Readiness Benchmark standards.	Academic Support Program			07/01/2016	06/23/2017	\$2000	All staff

Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Literacy Initiative	Staff will be training on building-wide reading strategies to use in their classrooms. Students will be exposed to a wide range of non-fiction material in a variety of ways daily. Staff will utilize vocabulary instruction strategies to expand students' vocabulary on a weekly basis. Science teachers will focus instruction on the comprehension and vocabulary in both texts and visual representations of data. Reading Apprenticeship framework will be utilized in several model classrooms.	Academic Support Program			07/01/2016	06/23/2017	\$3000	All Staff

School Improvement Plan

Wayne Memorial High School

Next Generation Science Standards	Wayne Memorial Staff will continue to expand their knowledge and use of NGSS. Staff will go to professional development and begin implementation.	Curriculum Development	Tier 1		07/01/2016	06/30/2017	\$2000	WMHS Science teachers
Reading Apprenticeship	Teacher will utilize the Reading Apprenticeship framework.	Other - Instructional Approach	Tier 1		07/01/2016	06/29/2017	\$2000	Teachers and administrators