

U.S. Department of Education
2017 National Blue Ribbon Schools Program

[X] Public or [] Non-public

For Public Schools only: (Check all that apply) [] Title I [] Charter [] Magnet [] Choice

Name of Principal Mr. Kevin Cumming
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Rochester Adams High School
(As it should appear in the official records)

School Mailing Address 3200 West Tienken Road
(If address is P.O. Box, also include street address.)

City Rochester Hills State MI Zip Code+4 (9 digits total) 48306-3734

County Oakland

Telephone (248) 726-5200 Fax (248) 726-5205

Web site/URL http://www.rochester.k12.mi.us/pages/214/adams E-mail pcusumano@rochester.k12.mi.us

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(Principal's Signature)

Name of Superintendent*Dr. Robert Shaner E-mail RShaner@rochester.k12.mi.us
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Rochester Community School District Tel. (248) 726-3000

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(Superintendent's Signature)

Name of School Board
President/Chairperson Mrs. Sandra Fiaschetti
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(School Board President's/Chairperson's Signature)

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

**Non-public Schools: If the information requested is not applicable, write N/A in the space.*

Part I – Eligibility Certification

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school's eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. All nominated public schools must meet the state's performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group and all subgroups, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
3. To meet final eligibility, all nominated public schools must be certified by states prior to September 2017 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2011 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2012, 2013, 2014, 2015, or 2016.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award if irregularities are later discovered and proven by the state.
8. The nominated school has not been identified by the state as "persistently dangerous" within the last two years.
9. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
10. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
11. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
12. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

Data should be provided for the most recent school year (2016-2017) unless otherwise stated.

DISTRICT

1. Number of schools in the district (per district designation):
- 13 Elementary schools (includes K-8)
 - 4 Middle/Junior high schools
 - 4 High schools
 - 0 K-12 schools
- 21 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
 - Suburban with characteristics typical of an urban area
 - Suburban
 - Small city or town in a rural area
 - Rural
3. Number of students as of October 1, 2016 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	195	185	380
10	225	205	430
11	181	196	377
12 or higher	200	213	413
Total Students	801	799	1600

4. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 12 % Asian
 - 4 % Black or African American
 - 4 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 77 % White
 - 3 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

5. Student turnover, or mobility rate, during the 2015 – 2016 school year: 3%

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2015 until the end of the 2015-2016 school year	14
(2) Number of students who transferred <i>from</i> the school after October 1, 2015 until the end of the 2015-2016 school year	27
(3) Total of all transferred students [sum of rows (1) and (2)]	41
(4) Total number of students in the school as of October 1, 2015	1600
(5) Total transferred students in row (3) divided by total students in row (4)	0.026
(6) Amount in row (5) multiplied by 100	3

6. English Language Learners (ELL) in the school: 1 %
16 Total number ELL

Specify each non-English language represented in the school (separate languages by commas):
Portuguese, Tagalog, Vietnamese, German, Russian, Korean, Chinese, Spanish, Philippine, Japanese

7. Students eligible for free/reduced-priced meals: 3 %
Total number students who qualify: 47
8. Students receiving special education services: 7 %
106 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. It is possible that students may be classified in more than one condition.

- 9 Autism
- 0 Deafness
- 0 Deaf-Blindness
- 10 Emotional Disturbance
- 1 Hearing Impairment
- 1 Mental Retardation
- 0 Multiple Disabilities
- 0 Orthopedic Impairment
- 34 Other Health Impaired
- 48 Specific Learning Disability
- 2 Speech or Language Impairment
- 1 Traumatic Brain Injury
- 0 Visual Impairment Including Blindness
- 0 Developmentally Delayed

9. Number of years the principal has been in her/his position at this school: 6
10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of school staff in each of the categories below:

	Number of Staff
Administrators	3
Classroom teachers including those teaching high school specialty subjects	51
Resource teachers/specialists/coaches e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	17
Paraprofessionals under the supervision of a licensed professional supporting single, group, or classroom students.	8
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	9

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 31:1
12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2015-2016	2014-2015	2013-2014	2012-2013	2011-2012
Daily student attendance	96%	96%	96%	96%	96%
High school graduation rate	96%	94%	93%	96%	96%

13. **For high schools only, that is, schools ending in grade 12 or higher.**
Show percentages to indicate the post-secondary status of students who graduated in Spring 2016.

Post-Secondary Status	
Graduating class size	415
Enrolled in a 4-year college or university	85%
Enrolled in a community college	11%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	4%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.
Yes _ No X

If yes, select the year in which your school received the award.

15. In a couple of sentences, provide the school's mission or vision statement.

Our mission is to provide a quality education in a caring atmosphere for students to attain the necessary skills and knowledge to become lifelong learners and contribute to a diverse, interdependent and changing world.

16. **For public schools only**, if the school is a magnet, charter, or choice school, explain how students are chosen to attend.

PART III – SUMMARY

(To the tune of The Addams Family TV theme song)

We're driven and devoted,
Our accomplishments are noted,
High standards have been quoted,

The Adams Family

Our students are achieving,
Our teachers are believing,
Our family is exceeding,

The Adams Family

Family. This is who we are. From our students to our staff; our parents to our para-professionals; our athletes to our alumni; we are the Adams family. Our school is located in Rochester Hills, Michigan, part of the highly acclaimed Rochester Community Schools District (RCS). Rochester Community Schools' 14,823 students reside primarily in Rochester, Rochester Hills, and Oakland Township. This well-established community of approximately 100,902 residents has a median household income of \$95,710. The district comprises thirteen elementary schools, four middle schools, three traditional high schools, and one alternative high school. A combination of rural and suburban settings, as well as close proximity to Oakland University, Crittenton Hospital Medical Center, and the Detroit Metropolitan area have attracted professional and managerial families who enjoy the area's wide array of recreational and cultural activities. The RCS community is deeply involved in the education of their children and highly supportive of all of our exceptional schools.

Adams High School is academically rigorous, serving 1600 students in grades 9-12. Our halls are filled with students and staff who maintain a legacy of high expectations established long ago. Repeatedly named a top ten school in the state, Adams has received Gold and Silver medals from US News and World Report; has been recognized with an A+ by the Mackinac Center for Public Policy for high achievement; was named an Academic State Champion for Academic Excellence by Bridge Magazine; and has been acknowledged as a Parent Teacher Student Association (PTSA) School of Excellence. We promote the tradition of having "Pride in Excellence" throughout the school experience which includes academics, fine arts, athletics, and extracurricular activities.

Students, staff, and parents collaborate to make the "Adams Family" exemplary by preparing our young adults to be "college ready, career ready, and life ready." High expectations are placed upon teachers who provide unique, challenging, and highly engaging learning experiences in addition to individualized instruction to help all students succeed. The words of our Alma Mater will best help us tell our story.

"Standing proudly there before us,
With your glory all around.
Truth and justice be your watchwords,
And may you in love abound."

Adams High School opened in 1970. Legend has it, the hills of the Rochester area resembled the rolling terrain of the Scottish Highlands. It is this Scottish legacy which has played a large role in shaping our culture and motto: "Highlander Pride!" The students integrate the Scottish theme into our school life and culture. "Highlander Pride" spans every facet of our school environment and is prominently displayed throughout our building.

Our mascot is a Scottish Highlander, and we take opportunities to showcase our spirit by having a bagpiper play at many of our school events, our principal wearing a traditional kilt to prom, the Highlander crest

boldly covering our award-winning yearbook, and naming our school newspaper The Kilt.

“The Pride of Rochester” (our Highlander Marching Band) marches through the hallways before school to rouse spirit for all games. Adams High School (AHS) ladies eagerly look forward to their senior year: it is a tradition for them to wear homemade kilts to school events, and all Adams students are proud to wear our brown and gold tartan.

“Open wide your doors of knowledge;
Welcome all who enter here.
Gain in wisdom, soul and merit;
Stand for all we hold most dear.”

In addition to the aforementioned traditions, philanthropy and community service are woven into our culture. Our altruism ranges from our Student Council sponsored “Canley Cup” Food Drive to our Adams Charity Week, our Ecology Club recycling program to our Adambots Relay for Life team, our Distributive Education Clubs of America (DECA) Muscular Dystrophy Association Miracle Minute to our Foreign Language Week charity donations.

Adams High successfully combines academics and fun. Our Science Department sponsors Mole Day and Physics Olympics, both opportunities to celebrate concepts in Chemistry and Physics through competitions and teamwork. DECA and Business Professionals of America (BPA) host club meetings, school-wide activities, and compete at the district, state, and national levels. Furthermore, each year, our World Language Department hosts Foreign Language Week during which language students learn more about the international world in which they live through various academic and charity activities. The Social Studies Department honors our local veterans on Veterans Day with a luncheon and assembly featuring guest-speakers who have served in our nation’s military.

“Adams High, we do thee honor;
Ever will we hail your name.
May you always go before us
Into life’s great hall of fame.”

The “Highlander Pride” theme and traditions of excellence have led to many State Championships and notable alumni. From politicians to astronauts, to celebrity performers and Olympic gold medalists, the pride of Adams is carried beyond our halls.

The Adams formula for success is our combination of motivated students, supportive parents, and dedicated teachers. We celebrate that our achievements are based upon top performance on standardized tests and our strong student intervention programs. Our parental involvement remains strong every year, comprised of a large and dedicated PTSA. We continue to strive for perfection and celebrate excellence and Highlander Pride along the way.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

Reading/English/Language Arts

We offer a variety of English Language Arts (ELA) courses to meet the varying needs of learners. At each grade level, students are exposed to classic and contemporary literature as well as non-fiction texts. Additionally, our teachers scaffold the writing skills taught at each grade level for writing rhetorical analysis, literary critiques, and research. In 9th grade, we offer honors options as well as an Essentials course to help academically at-risk learners, to provide additional supports for improving writing skills. By 11th grade, students are offered a selection of composition courses which include a year-long supported skill-building class, an accelerated semester option, or Advanced Placement courses. Students can also select from a myriad of electives which appeal to diverse interests. The focus on close reading and critical thinking skills through activities such as Socratic circle discussions and Article of the Week analysis found in all grade-levels helps prepare our students to be both career and college ready. We teach our students, as they investigate global issues and historical topics, the value of civic-minded inquiry as they seek, analyze, cite, and utilize their findings.

Mathematics

The math department follows standards as determined by the State. We also service a wide-range of student academic capabilities. Advanced math students may choose honors courses, Advanced Placement (AP) courses, and dual enrollment at Oakland University. Students with compromised foundational skills can be supported in the Center for Student Innovation (CSI), math team-taught classes, algebra laboratory, and geometry laboratory courses. In math lab, student progress is monitored through the use of iReady software. To support academically at-risk upperclassmen, Algebra 2A and 2B are offered and divide the Algebra 2 curriculum over two years to allow students more processing and practice time with concepts. Responsibility and a strong work ethic are promoted through organizational requirements, classroom participation, group work, and study skills. Multiple methods are used to engage students including visible learning strategies, individualized attention as needed, and exceptional classroom management. Enrichment opportunities include math club, Michigan Math Prize Competition, American Math Competition tests, and induction into Mu Alpha Theta Society.

Science

We offer a diverse science curriculum teaching both pure and life sciences emphasizing inquiry-based, student-centered learning. The pure sciences include several levels of physics and chemistry ranging from introductory courses to AP. The life sciences offer many electives for students, with Advanced Placement options in Biology and Environmental Science. Other life science options include: Botany, Forensics, Anatomy and Physiology, Wilderness Survival, Genetics/Microbiology, Vertebrates, and Pathology. These offerings can spark an interest for more science studies in the future as well as making students more informed, civically responsible adults. Integrating online lab experiences as well as hands-on laboratory opportunities are essential aspects in all of the science courses. The curriculum also integrates real world applications including utilization of natural resources, pollution problems, species preservation, forensics, and ethical responsibilities relative to advancements in science. Socratic Circles and modeling lessons utilizing Next Generation Science Standards (NGSS) are intended to harvest critical thinking and performance skills for student success in future endeavors.

Social Studies/History/Civic Learning and Engagement

The Social Studies department has an underlying objective to teach our students that we, as Americans, are bound by our tradition of governing ourselves, while honoring the commitment to contributing to a global community. The core curriculum includes World History, United States History, Economics, and American Government. There are five AP courses offered and a wide range of elective courses to help foster a global sense of community. Along with aligning to the Michigan Social Studies Standards, our department has integrated the College, Career, and Civic Life (C3) Framework for State Standards into our classes. Our teachers focus on empowering students to recognize societal problems, to use thoughtful inquiries in an attempt to look for solutions and to consider consequences to these problems, to separate evidence-based

claims from narrow opinions, and to communicate and act upon this investigation. Annually, hundreds of Adams students participate in the Young Men's Christian Association (YMCA) Youth-in-Government Conference which provides a unique opportunity to become acting state legislators, lobbyists, lawyers, and committee chairs in a simulation that takes place at the Capitol Building in Lansing.

College and career readiness

In all areas, students learn critical thinking skills, collaboration and team-building, technology skills, and research strategies. At every grade level, learning is scaffolded to prepare students for the rigors of senior level inquiry-based learning projects, which include scholarly writing across the curriculum to enhance students' college readiness.

Through the counseling department, students are guided through the Career Cruising program to develop Educational Development Plans yearly, allowing students to take career interest inventories, build resumes, and utilize career search engines. Our rigorous curriculum and attention to post-secondary planning assures a smooth transition beyond the walls of Adams High School.

2. Other Curriculum Areas:

Arts (visual and/or performing)

Over 600 students are enrolled in nine different fine arts courses yearly. Problem-solving and risk-taking are encouraged. Clearly defined rubrics describe the grading criteria, which promotes innovation. Students excel in contests and portfolio assessments; AP Art student scores reflect their dedication. Last year, 10 students submitted AP Art portfolios, with 100% receiving a passing score on their AP Art exam. Frequent guest speakers inform students of opportunities such as the General Motors (GM) "You Make a Difference" training program.

Students in our instrumental and vocal music ensembles collaborate, create, perform, present, and respond to music in numerous ways. They consistently receive top ratings at state music festivals along with performing locally and nationally each semester. Our marching band is 138 members strong!

Students perform in both dramatic and musical theatre productions including our fall play and spring musical while maintaining an active chapter of the International Thespian Society. Recent productions include *Metamorphoses* and *James and the Giant Peach*, which included nearly 200 students.

Physical education/health/nutrition

The mission of the Physical Education and Health Department is to develop physically educated individuals by providing a variety of developmentally appropriate physical, cognitive, and social activities to help all students be healthy and physically active over a lifetime. These courses are mandatory for all students.

The wellness courses focus on both health and physical education curricula in combined class settings as well as offering individual physical education courses and a health course. This allows students the flexibility to gain valuable information from different contexts in a variety of learning environments.

Both departments support school and student growth with various programs throughout the school year. We use the resources of our community to help students make smart and healthy choices and we work with the local hospital and university and participate in the Share and Adventure Challenge programs to enhance student knowledge.

Foreign language(s)

The learning that takes place in the World Language classes at Adams goes above and beyond the classroom. Students are immersed in speaking, reading, writing, listening, and cultural activities in our numerous language courses both in seat and on line, including French, German, Spanish, Mandarin Chinese, and American Sign Language.

Our AP French, AP German, and AP Spanish marks are among the leading scores in the state and country. World Language students have opportunities to travel abroad with their classmates and teachers.

Additionally, we host an Amity Scholar, an international student language teacher, every year so that our students learn language and cultural lessons firsthand from native speakers. Over 500 students enroll in advanced language courses each year.

Technology

Approximately 900 students enroll in technology-based classes including engineering, animation, architecture, computer operations in business, web design and social media, advanced marketing, Computer Programming 1, AP Computer Science, and AP Computer Science Principles. Offering students the opportunity to learn on industry suggested-software through project based learning, mirrors real life business situations which prepares students for college and careers. Additionally, our traditional newspaper has been replaced by the Advanced Multimedia Communications course, through which students publish a website and produce student news to align with 21st Century trends in media.

Other curriculum programs

Student Council is a year-long course teaching leadership skills which acts as the student government. The goals for this course include developing an understanding of how a democracy works, using parliamentary procedure, planning and organizing school events, running school elections, speaking publicly, and training for leadership opportunities. The class is comprised of 38 students across all grade levels.

Career and Technical Education includes the following programs: Business, Finance, Marketing, Programming, Design and Tech, and Family and Consumer Science. Practicum is our work-based learning opportunity for seniors. Sixteen students complete 90 hours in a professional setting. Students have interned in business, engineering, finance, legal, marketing, medical, and real estate fields. These internships help students develop connections between classroom learning and the community.

Oakland Schools Technical Campus (OSTC), an option chosen by 48 students who desire a non-traditional learning experience, is a hands-on program offering a certificate or license in Culinary Arts, Health Sciences, Cosmetology, I-Team, Construction, and Visual Imaging. In addition, students enrolled in OSTC may choose the Early College option, enrolling in year 13 to earn an Associate's degree simultaneously with a high school diploma. These programs provide a direct link between the high school curriculum and the work force.

3. Instructional Methods, Interventions, and Assessments:

Adams fosters an educational culture to meet the individual needs of students. Our students are assisted through team-taught classes, blended learning options, online learning, and app-based learning. Supports are provided for students who are struggling as well as those who need enrichment. Adams teachers have embraced the philosophy that all students can reach their highest potential (growth mindset) and have incorporated instructional methods that offer multiple opportunities for students to demonstrate understanding. Our staff meets with teachers at the middle school level, as well as professors at nearby Oakland University, to ensure vertical continuity for our students. Opportunities are provided for our teaching staff to observe other classroom teachers within our building and at one of our feeder middle schools.

Teachers are supported in their instruction through the Building Support Team (BST) and para-professional assistance. Ancillary staff such as the media specialist, learning consultant, counselors, social worker, and school psychologist are also available to assist our staff and students. Our media specialist collaborates with our teachers to instruct in media literacy and research methods. We continuously update our technology infrastructure to increase and improve student and teacher access to technology. Teachers use technology tools such as the Remind App, Moodle, and Google Classroom. Our teachers have embraced the Cultures of Thinking model to increase student engagement and improve critical thinking skills. Instruction is differentiated in many ways, such as offering alternative assessment formats, hybrid classes, and group projects. Mastery learning is measured through standards-based grading in many classrooms.

Communication is critical and constant between teachers and ancillary staff in support of all students. Teachers routinely examine test data and adjust instruction in order to ensure high levels of student learning

and achievement. Common assessments are designed with high-quality test questions based on state benchmarks to assure that students are assessed on state curriculum. Counselors and the Learning Consultant regularly monitor low-grade reports and intervene as appropriate.

Teachers test students at the beginning of each semester to establish the current level of student knowledge and again at the end of the semester to assess student growth. Teachers use formative and summative assessments through Illuminate Ed to inform their instruction throughout the semester. Preliminary Scholastic Assessment Test (PSAT) and Michigan Merit Examination (MME) data are used to monitor school progress from year to year. Standardized testing data from the PSAT, Michigan Student Test of Educational Progress (M-Step), and MME are also used to help identify individual students who may need additional support. Students consistently score above district, state, and national averages on all standardized test scores. Common assessment data is used to identify trends in areas that may need additional instruction. Depending on the class, students may be asked to complete performance tasks, portfolios, or summative projects. National world language exams, Michigan Math Prize, and vocal and instrumental music festivals are additional ways in which students can demonstrate proficiency.

Adams is considered high performing and academically rigorous. Teachers may individualize instruction to help accelerated students challenge themselves. Adams offers nineteen Advanced Placement courses from which all students can choose. Students are able to enroll in college courses as a dual enrolled student in strength areas once they have exhausted the curriculum in a subject area. Counselors and students work together to create course schedules that align with their academic and career goals. Students can access unique learning opportunities such as the study abroad program and the High School Page program in Washington, D.C.

Big History class is an example of one of our diverse class offerings. This year-long course teaches students to view their world from a variety of perspectives and to look for patterns to make sense of how change occurred. For that reason, students study historical change through the lenses of astronomy, chemistry, geology, philosophy, history, economics, literature and many other disciplines, all in a digital format.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

Adams students are encouraged to do their best in all facets of their education. They are supported and encouraged by their teachers and administrators. We have many methods to positively motivate students, including celebrating standardized testing at Adams. We recognize all Juniors during Scholastic Assessment Test (SAT)/Michigan Merit Examination (MME) testing by creating motivating posters for every student and displaying them on the walls of the testing hallways. The PTSA provides bagels to students as a snack during break on SAT testing day.

Adams students have access to a variety of individual supports including counselors, social workers, teachers, and administrators. We offer career development and academic planning via programs such as Career Cruising and Do What You Are. The OSTC options provide a planning program for students who may be interested in the skilled trades.

Adams students are celebrated with Departmental Awards at assemblies and at Honors Convocation where we recognize our top scholars and individual winners of school awards, including the Spirit of Adams, our top honor for spirited senior students. Regarding student life, students can participate in any of our 19 unique clubs. Social interaction is an integral part of everyday life at Adams. Students are highly motivated to participate with their peers in activities related to their personal interests. Many clubs focus on supporting our community through various service activities and volunteer opportunities.

Teachers also engage in supporting emotional growth through monthly Building Support Team (BST) meetings to discuss struggling students and how to best support them. Our “Names on the Wall” Professional Development (PD) activity, similar to the nationally-recognized Starfish Program, allows teachers to focus on relationships with students who have been identified as having few connections to others in the building. Each semester, teachers complete “Thank You” cards, and give them to students who deserve special recognition.

At Adams, teachers feel valued and appreciated. Our administration has an “open door policy” and teachers share in decision making. Our staff often shares news of celebrations and asks for support. We have holiday gatherings, teacher mentors, staff spirit days and t-shirts, and a general culture of professional courtesy and respect. Risk taking and new ideas are encouraged.

2. Engaging Families and Community:

Adams High School actively involves families and the local community to enhance our students’ high school experience. Organizations such as the Parent Teacher Student Association (PTSA), booster clubs for athletics and performing arts, and school sponsored extracurricular clubs and activities offer opportunities for families and the local community to become involved. The resulting partnership strengthens the students’ academics and builds real life skills.

Each year students are involved with charitable organizations in the community. The student-led Canned Food Drive has raised more than \$70,000 to help the Rochester Area Neighborhood House Food Pantry in the past five years. Annually, students hold Charity Week where they come together with staff and parents to raise thousands of dollars for charities such as Encore Performing Arts and Make-A-Wish Foundation.

Community leaders and businesses contribute to student success through collaborations and involvement. The Adambots, Adams’ Robotics Team, composed of more than 70 students, works with adult mentors from GM, Valeo, BorgWarner, Magna Powertrain, and Tek Pros Today. Local business leaders serve as competition judges for the student business club DECA and future health professionals club, Health Occupations Student Association (HOSA).

The PTSA and booster clubs provide an opportunity for parents to be involved in the students’

achievements. Parents have the opportunity to run programs such as the Reflections Art Contest, Green School that focuses on school environmental improvements, and the STEAM Career Fair that provides a forum for students to explore science, technology, engineering, arts, and mathematics fields. The PTSA also provides thousands of dollars in classroom grant support every year. Most recently, the PTSA has funded several grants for music equipment, supplies, books, and new technology which supports student learning in the classrooms. Parents involved in the booster clubs are able to engage with the students. For example, over 70 band parents serve as chaperones for band camp and band events each year.

The success of the “Adams Family” depends on strong, established partnerships between our families and the local community. These relationships are further nurtured through regular interaction and communication, including monthly PTSA meetings, and events such as curriculum night, scheduling information night, and senior/freshman parent meetings. Outreach to parents and students is ongoing, including weekly communications via the News and Notes newsletters, morning announcements, and the use of social media to provide updates on school events and academic achievements.

3. Professional Development:

The Adams staff truly embraces the philosophy of lifelong learning. Rochester Community Schools District (RCS) uses a teacher-leader model to collaborate and empower teachers to develop a meaningful curriculum aligned to state standards, in collaboration with colleagues across the district. We believe that this professional sharing and collaboration plays an integral role of the culture in our building. The Professional Development (PD) Team, comprised of teachers and administrators, effectively sets goals based on staff input and is aligned with our school’s improvement plan and vision for success. PD provides an opportunity for effective communication, implementation, and strategic planning district-wide to stay ahead of the ever-changing world of secondary education.

One of the highlights of the PD process allows for teachers to share instructional methodology and best practices. Gallery walks, round table discussions, and staff presentations are just some of the ways teachers can share with their peers the great strategies and interventions that take place in their classrooms. One of these strategies includes the incorporation of Cultures of Thinking, with a number of teachers initially trained who then shared the concepts with the entire staff. Visible Thinking Routines have been embedded in all courses.

Teachers have invested PD time to collaboratively design common assessments to provide quality feedback and data to facilitate change in curriculum and instruction. The integration of cross-curricular collaboration and staff mentoring have been common benchmarks at Adams.

The implementation of new technology and its creative application in the classroom is a great resource for teachers. Technology such as Google Classroom, Moodle, Socrative, are revolutionizing the Adams learning experience. Professional Development allows the teachers and administrators to be proactive relative to changes in curriculum like the new NGSS for science. Curriculum design and course sequencing has been remodeled to meet these new challenges.

Professional Development is also an important element in the School Improvement accreditation process. The school improvement committee uses this development time to empower the entire Adams professional learning community to participate in the school improvement process. All stakeholders including teachers, administrators, students, and parents have a voice in how we work, moving from “better to best.” Goal setting, interventions, self-reflection, and constant modification of school improvement strategies are essential in this endeavor. By aligning the school profile, academic standards, and unique culture of Adams, the school improvement process is maximized. The coordination of professional development and school improvement aligns with the district vision and Strategic Plan, which is essential in our drive to increase student achievement.

4. School Leadership:

The principal's philosophy is rooted in shared leadership focused on student achievement and support. Adams has two assistant principals; a leadership team comprised of administrators, the athletic director, the activities director, a counselor, student council advisor, lead of the security team, and the school police liaison officer; a student support team comprised of the building special education teacher consultant, the learning consultant, a social worker, counselors, the psychologist and administration; a professional development team; an assessment team; a school improvement team; a critical incident team; a cardiac response team; the PTSA; and multiple committees that support curriculum and instruction. The leadership team supports the alignment of the District Strategic Plan and initiatives with building goals. The voice of stakeholders is celebrated at our School Improvement Summit, incorporating parents and students in decision-making and framing the theme of the building for the year. Our commitment to student success is demonstrated weekly at counseling meetings, with agenda items which include the social and emotional health, achievement, career planning, transitions, and assessment of students. The principal adheres to the practice of two-way communication, flexibility, protection of instructional time, and teacher autonomy within the classrooms.

Through shared leadership at staff meetings, professional development meetings, and administrative team meetings, decisions are made to ensure that student success is supported through instructional best practices and interventions. Policy decisions and resources are centered with all learners in mind, and programs mindfully implemented with full fidelity. This practice has impacted academic achievement positively with 1205 AP tests taken by 643 students, with over 80% of them earning a score of three or higher in 2016. Our Center for Student Innovation (CSI) program blends special education and general education interventions for students in a unique learning space with testing supports. This program employs special education teachers, para-professionals, and the learning consultant who teach learning skills, provide tutorial and organizational support, and guarantee accommodations for all learners. Data are collected and used to inform decisions that can be shared with staff in the general education setting to support student growth. In addition to academic success, Adams prides itself on supporting the emotional and mental health of students, scheduling intervention meetings with staff and parents, to guarantee that "Failure is Not an Option" where our students are concerned. Overall, the decisions of the leadership of the building have led to a graduation average of over 99% in the past two years.

Part VI – STRATEGIES FOR ACADEMIC SUCCESS

Student success is impacted by many factors. Academics is a significant part of our success, and we also pride ourselves on the involvement our students take in assisting their peers. The concept of full inclusion is woven into the fabric of our school through various mentor opportunities.

Even before the incoming freshmen enter our halls, they interact with their Junior/Senior mentors during the 8th grade spring tour where they help welcome and acclimate 8th graders to Adams High School. Prior to the start of the school year, mentors run freshman orientation, walking their freshmen through each aspect of the registration process, giving them a building tour, and answering questions about the high school experience. Socially, mentors have numerous opportunities to interact with the freshmen throughout the year, including hosting a homecoming tailgate, freshman-mentor mixers, study sessions, and “Mentor Mondays,” in which mentors check in with their freshmen on a monthly basis outside of scheduled events and activities.

Our commitment to mentoring extends to students who are new to our district. Mentors work with new students as they become Highlanders, transitioning into our unique school culture. Mentors assist them throughout their first week of school by helping locate classes, meeting staff and other students, and by sharing lunch together. Mentors make contact with their students as early as possible, sometimes prior to the start of the year. Similar to the freshmen mentor program, social activities are planned throughout the year with our new students, and mentors continue to check in with them, inviting them to events to help them feel included in the Adams family.

Similarly, our peer mentors assist in the social and emotional growth of our students with special needs. They are assigned to an hour in either our emotionally impaired classroom or our functional classroom. These mentors help students with their academic needs, while at the same time providing them social support and positive peer role modeling. It is a wonderful program that seamlessly bridges our special education population with our general education population.

From the moment students enter our halls, we work diligently to ensure all students feel as though they are integral to our Adams family. Through these connections, we foster success in all students and pass down the tradition of high standards and achieving “Pride in Excellence.” As a result, students, staff and community carry with them a lifetime of Highlander Pride.