



School Improvement Plan

Warren Consolidated Community High School

Warren Consolidated Schools

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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.

Improvement Plan Assurance

Introduction

During the 2016-2017 school year, schools will have two options for Goals and Plans. 1. Update Goals and Plans, if necessary, based on analysis of data and Program Evaluation; 2. Complete and upload the Abbreviated Goals and Plans template into ASSIST, based on analysis of data and Program Evaluation.

Improvement Plan Assurance

Label	Assurance	Response	Comment	Attachment
1.	Which option was chosen for Goals and Plans?	Goals and Plans in ASSIST	See Goals and Plans in ASSIST.	

Community High School Improvement Plan 2018- 2019

Overview

Plan Name

Community High School Improvement Plan 2018-2019

Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Promote positive school communities by providing quality in school and out of school care, support, safety, and membership programs for students, staff, and families.	Objectives: 1 Strategies: 2 Activities: 8	Organizational	\$1500
2	Promote College and Career Readiness by increasing achievement in English Language Arts for all students.	Objectives: 1 Strategies: 3 Activities: 9	Academic	\$0
3	Promote College and Career Readiness by increasing achievement in Mathematics for all students.	Objectives: 1 Strategies: 3 Activities: 7	Academic	\$0

Goal 1: Promote positive school communities by providing quality in school and out of school care, support, safety, and membership programs for students, staff, and families.

Measurable Objective 1:

achieve college and career readiness by increasing the number of students successfully completing graduation requirements by 06/30/2025 as measured by graduation rates exceeding 68%.

Strategy 1:

Positive Community Engagement - Student and Family Care, Membership and Support - Staff will develop, implement, monitor and evaluate the impact of Family and Community Engagement Programs on students' behavioral and academic success.

Category: School Culture

Research Cited: Price (2008). Mobilizing the Community to Help Students Succeed. A highly informed and engaged community is essential to closing the achievement gap.

Epstein (2009). School, Family, and Community Partnerships. Partnerships are an essential component of of each school community.

Bruns (2003). Working with Culturally and Linguistically Diverse Families. Six strategies should be used when working with diverse families: respect the uniqueness of each family system, develop a personalized relationship with families, communicate in culturally appropriate ways, create alliances with cultural guides, recruit staff who view diversity as an asset, and evaluate outcomes.

Tier: Tier 1

Activity - WIN- Implement Every Monday Matters	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Assign students and teachers to Every Monday Matters program.	Behavioral Support Program	Tier 1	Implement	09/04/2018	06/30/2025	\$0	No Funding Required	Building principal and teaching staff

Activity - WIN- Monitor Every Monday Matters	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Conduct walk-through, documentation/data (attendance, lesson plans, grade book, PLC, etc.)	Behavioral Support Program, Monitor, Walkthrough	Tier 1	Monitor	09/04/2018	06/30/2025	\$0	No Funding Required	Building principal

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Activity - Leverage Community Partnerships - Implement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Four community partnerships were maintained throughout this academic year, which involved programming that impacted the majority of our students. AOP (Adolescent Outreach Program) is a grant funded program out of Macomb Family Services. A therapist, maintains a caseload of 8-9 students. She facilitates 6 sessions with each student and works with the student regarding a transition plan. Prime for Life is facilitated in all of Teacher A's sections on Tuesday. It is facilitated by the Traffic Safety Association of MI. The series is focused on Healthy Living and Substance Abuse Prevention topics. MI Model for Substance Abuse Prevention was facilitate by CARE in Teacher B's sections (3) on Thursdays. Winning Futures (WF) is a career/post-secondary education focused mentoring program that was facilitated to approximately 110 of our students. Students benefited from 20 hour-long mentoring sessions. We intend to continue our partnership and programming with all four community partners.</p> <p>Thirty-three presentations (both in our building and outside of our building) facilitated by community partners were advertised/promoted throughout this school this year to present on topics such as healthy living, college/career readiness, substance abuse prevention, suicide awareness, and financial literacy. Examples of some of our community partners include: Michigan Schools and Government Credit Union, Macomb Community College, and MUST Construction Careers. We plan to continue our partnerships and maintain a variety of seminar presentations.</p> <p>Staff training regarding Trauma Informed Schools began this Spring and will continue into the next academic year.</p>	Community Engagement	Tier 1	Implement	09/04/2018	06/30/2025	\$0	No Funding Required	Building principal and staff.
Activity - Leverage Community Partnerships- Monitor	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>The team will review schedules and calendars of programming with the intent of maintaining a collective commitment that values these programs. Building principal will conduct walk through and monitor calendars and lesson plans. Macomb Family Services, CARE, and Winning Futures regularly maintain their own data and share it with us. Additionally, we maintain records showing how many students have achieved 70% or greater attendance and actively engaged on the days of in-class community partner presentations.</p>	Community Engagement	Tier 1	Monitor	09/04/2018	06/30/2025	\$0	No Funding Required	Building principal and staff.
Activity - Family Engagement - Implement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Engage families in the school improvement team process, host special events (ex. honor roll breakfast/dinner), parent/student/director intake/interview process completed 100% of the time as part of our enrollment process, open house, parent involvement nights, parent phone calls and emails, well maintained school website and PowerSchool, parent meetings as needed, and parent-teacher conference.	Parent Involvement	Tier 1	Implement	09/04/2018	06/30/2025	\$1000	Section 31a	Building principal.
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Activity - Parent Involvement-Monitor	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitoring takes place through a Community HS shared calendar, log entries in PowerSchool, and the intake interview goals document.	Monitor, Parent Involvement	Tier 1	Monitor	09/04/2018	06/30/2025	\$0	General Fund	Building administrator and building staff.

Strategy 2:

Positive Behavior Intervention Support (PBIS) - Staff will utilize PBIS programming to decrease the time that students are out of the classroom due to discipline issues. Students are taught expected behaviors, which will be reinforced throughout the school year.

Category: Learning Support Systems

Research Cited: Bradshaw, C. P., Koth, C. W., Bevans, K. B., Jalongo, N., & Leaf, P. J. (2008). The impact of School-Wide Positive Behavioral Interventions and Supports (PBIS) on the organizational health of elementary schools. *School Psychology Quarterly*, 23, 462-473.

Tier: Tier 1

Activity - Motivational Practices	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Attendance or academic expectations for field trip and ALNET participation. Honor Roll recognition events. Classroom attendance awards. Motivational speakers. Student of the Month connected to "Every Monday Matters" characteristics. Individual recognition postcards. Senior Virtue Awards.	Behavioral Support Program, Academic Support Program	Tier 1	Implement	09/04/2018	06/30/2025	\$500	General Fund	Building principal and building staff.

Activity - Motivational Practices-Monitor	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Community HS shared calendar. PowerSchool log entries. PowerSchool student data. Seminar spreadsheet. Staff observation.	Behavioral Support Program, Academic Support Program	Tier 1	Monitor	09/04/2018	06/30/2025	\$0	No Funding Required	Building principal and building staff

Goal 2: Promote College and Career Readiness by increasing achievement in English Language Arts for all students.

Measurable Objective 1:

60% of Tenth, Eleventh and Twelfth grade Black or African-American, White, Economically Disadvantaged, Students with Disabilities, English Learners and Two or More Races students will demonstrate a proficiency by scoring proficient in English Language Arts in English Language Arts by 06/30/2025 as measured by state assessments .

Strategy 1:

Tier 1 High Quality Instruction - Staff engage in research based professional learning to implement quality literacy instruction across the curriculum through a job-embedded and support model.

Category: English/Language Arts

Research Cited: Richardson, Jan (2016): *The Next Step Forward in Guided Reading*. Based on 40 years of irrefutable research drawing from cognitive science and the linguistic principles that inform our understanding of language and literacy development (Clay, 1975; Richardson, 2009; Richardson & Walther, 2013; Fountas & Pinnell, 1996, in press) guided reading supports all readers: striving, advanced and dual language learners.

Beesley, A.D., & Apthorp, H.S. (2010). *Classroom Instruction That Works, Second Edition: Research report*. Denver, CO: Mid-continent Research for Education and Learning. The findings in this study are the foundation of the second edition of McREL's *Classroom Instruction That Works*. The study updates and extends the original research synthesis, taking into account the best available research that has been done in the past decade. Key findings from the research: Guided note taking appears more effective than unstructured note taking. There is a link between positive socio-emotional indicators and learning. The benefits of cooperative instruction extend beyond learning to include improved self-esteem and greater motivation and engagement with school.

Harvey, Stephanie and Goudvis, Anne (2007): *Strategies That Work: Teaching Comprehension for Understanding and Engagement*. Students engage in active literacy. Kids read, write, talk, listen and investigate their way through the day and across the curriculum. Students articulate how comprehension strategies help them understand what they read.

Calkins, Lucy (2015): *Writing Pathways*. Shared goals for writers, norm expectations across grade levels, and become more expert at providing students with individualized feedback they need for writing success, lifting the level of teaching and learning in writing.

Marzano, R.J. & Pickering, D.J. (2005). *Building Academic Vocabulary Teacher's Manual*. Alexandria, VA: ASCD. In *Building Academic Vocabulary: Teacher's Manual*, Robert J. Marzano and Debra J. Pickering give teachers a practical way to help students master academic vocabulary. Research has shown that when teachers, schools, and districts take a systematic approach to helping students identify and master essential vocabulary and concepts of a given subject area, student comprehension and achievement rises.

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Echevarria, J., Vogt, M.E., & Short, D. (2004). Making content comprehensible for English Language Learners: The SIOP Model (2nd Ed.). Boston: Pearson, Allyn & Bacon. The SIOP model has proven to be an effective strategy for increasing academic knowledge. SIOP can be used as a lesson planning tool to develop language objectives to support the lesson content and objectives.

Taberski, Sharon (2010). Lessons from the Ground Up: Cultivating Comprehension in K-3 Readers. New York: Heinemann. Sharon summarizes the latest research and provides strategies in the areas of reading, writing, and oral language to help grow young students to be proficient readers.

Tier: Tier 1

Activity - Implement Tier 1 Instruction and Professional Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will participate in professional learning to strengthen their implementation of Tier 1 instructional practices through a job-embedded and support model in curriculum, instruction, and assessment. (Productive Discourse; Language and Literacy; Academic Vocabulary; Close Reading; Writing in the Content Areas; Science and Social Studies Literacy)	Professional Learning	Tier 1	Implement	09/04/2018	06/30/2025	\$0	General Fund	OCI, principal, teaching staff

Activity - Monitor Tier 1 Instructional Practices	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principal to monitor instruction with walk-throughs, lesson planning, and grade books.	Monitor	Tier 1	Monitor	09/04/2018	06/30/2025	\$0	General Fund	Principal

Strategy 2:

MTSS - Staff will develop, implement, monitor and evaluate the impact of a multi-tier system of support process (MTSS) and the delivery of tier 2 and 3 interventions on students behavioral and academic success.

Category: English/Language Arts

Research Cited: Avalos, M., Plasencia, A., Chavez, C., & Rascón, J.. (2007). Modified Guided Reading: Gateway to English as a Second Language and Literacy Learning. The Reading Teacher, 61(4), 318-321,323-326,328-329. Retrieved January 26, 2010, from Research Library. Guided reading is a component of a balanced literacy program providing differentiated, small-group reading instruction to four to six students with similar strengths and instructional needs (Fountas & Pinnell, 1996) or to heterogeneously grouped students. (Cunningham, Hall, & Sigmon, 2000). It is recommended that these groups meet at least three to five times per week for 20 to 30 minutes each session in order for students to make consistent reading gains (Fountas & Pinnell, 1996).

Zweirs, J. & Crawford, M. (2011) Building academic language: Classroom talk that fosters critical thinking and content understandings. ELs often require accelerated language development in order to be successful with CCSS. In order to accelerate their development of English language, ELs need to have opportunities where they share ideas, support them with evidence, and construct new knowledge with their peers.

Russell, S. (2005). Challenging Task in Appropriate Text: Designing Discourse Communities to Increase the Literacy Growth of Adolescent Struggling Readers. Designed to bring middle and high school students to grade level quickly, AARI is based on research in literacy instruction spanning over 50 years. It emphasizes small

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group instruction that meets students where they are at and accelerates reading achievement through instruction build around: community; text-based inferencing; critical thinking; text structures; text talking and questioning the author.

Tier: Tier 2

Activity - MTSS - Supplemental Instruction - ACRI - Implement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Supplemental instruction for identified students provided by instructional staff.	Academic Support Program, Implementation	Tier 3	Implement	09/04/2018	06/30/2025	\$0	Title I Part A	Building Administrator, Instructional Staff

Activity - MTSS - Supplement Instruction - ACRI - Monitor	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Building staff will monitor interventions using the pre-defined measure of student progress that corresponds to the intervention plan implemented.	Monitor	Tier 3	Monitor	09/04/2018	06/30/2025	\$0	General Fund	Building Staff

Activity - MTSS - Extended Day Program - W.I.N. - Implement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will provide tutoring/mentoring in specific skill-deficient area in reading and writing in an extended day format.	Academic Support Program	Tier 2	Implement	09/04/2018	06/30/2025	\$0	Title I Part A	Building Administrator, Instructional Staff

Activity - MTSS - Extended Day Program - W.I.N. - Monitor	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will monitor the effects of tutoring/mentoring in specific skill deficient areas to reading and writing.	Academic Support Program, Monitor	Tier 2	Monitor	09/04/2018	06/30/2025	\$0	General Fund	Building Principal, Teachers

Strategy 3:

Professional Learning Community - Professional Learning Community - Staff will collaborate as a professional learning community to strengthen the vertical and horizontal alignment between curriculum, instruction and assessment practices in all core and elective content areas. PLC framework:

1. Staff will align their instruction (lesson planning) with district curriculum and pacing guides.
2. Staff will increase understanding of utilizing high-leverage, research-based instructional practices in order to improve their impact of effective instruction on student achievement.
3. Staff will implement and analyze building and district-level common assessments' results to drive instruction.

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4. Staff will implement a MTSS process (plan for in-class and school-level intervention/enrichment) to ensure all students' growth in achievement and behavioral success.

5. Staff will monitor and analyze the impact of adult implementation of instructional strategies and activities on student achievement. Category:

Category: Other - Professional Learning

Research Cited: Professional Learning Communities at Work, R. DuFour (1998); Whatever It Takes, R. DuFour (2004); Learning by Doing (2012) Many, et al; Results NOW, M. Schmoker;. Tier I: The Forgotten Tier (2010); Visual Learning, J. Hattie (2012); Common Formative Assessment, Bailey and Jakicic (2014).

Tier: Tier 1

Activity - PLC - PLC Adult Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will participate in timely PLC meetings following district framework and monitoring tools.	Implementation	Tier 1	Implement	09/04/2018	06/30/2025	\$0	General Fund	Building Administrator, Teaching Staff

Activity - PLC - Strategy Monitoring: Administrator/Peer Observation/Walkthroughs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Adult implementation of strategy will be monitored through Administrator/Peer Observation/Walk-throughs, PLC documentation collection and review by school administration.	Monitor, Walkthrough, Teacher Collaboration, Professional Learning	Tier 1	Monitor	09/04/2018	06/30/2025	\$0	General Fund	Building Staff

Activity - PLC - Strategy Evaluation: Data Dialogues and Evaluation Documentation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will participate in Data Dialogues: Data analysis of common and state assessments, perception, process/program and demographic data.	Evaluation, Teacher Collaboration, Policy and Process	Tier 1		09/04/2018	06/30/2025	\$0	General Fund	Building Staff

Goal 3: Promote College and Career Readiness by increasing achievement in Mathematics for all students.

Measurable Objective 1:

48% of Tenth, Eleventh and Twelfth grade Black or African-American, White, Economically Disadvantaged, Students with Disabilities, English Learners and Two or More Races students will demonstrate a proficiency scoring proficient in Mathematics in Mathematics by 06/30/2025 as measured by state assessments.

Strategy 1:

Tier 1 High Quality Instruction - Staff engage in research based professional learning to implement quality mathematic instruction across the curriculum through a job-embedded and support model.

Category: Mathematics

Research Cited: Webb, N.L. (2002). Depth of knowledge for four content areas. retrieved on 6/4/2013:

<http://facstaff.wcer.wisc.edu/normw/All%20content%20areas%20%20DOK%20levels%2032802.doc>

Webb outlines four levels of knowledge: recall, skills and concepts, strategic thinking, and extended thinking as they apply to all four content areas.

Urquhart, Vicki, and McIver, Monette, (2005). Teaching Writing in the Content Areas. Most educators intuitively understand the critical relationship between thinking and writing: writing allows us to express what we think, but the very act of writing spurs a process of exploration that changes our thinking and helps us learn. Teaching Writing in the Content Areas examines nearly 30 years of research to identify how teachers can incorporate writing instruction that helps students master the course content and improve their overall achievement.

Marzano, Robert J., and Pickering, Debra J., (2005). Building Academic Vocabulary Teacher's Manual. Alexandria, VA: ASCD. In Building Academic Vocabulary: Teacher's Manual, Robert J. Marzano and Debra J. Pickering give teachers a practical way to help students master academic vocabulary. Research has shown that when teachers, schools, and districts take a systematic approach to helping students identify and master essential vocabulary and concepts of a given subject area, student comprehension and achievement rises.

Beesley, A.D., & Aphthorp. H. S. (2010). Classroom Instruction That Works, second edition: Research report. Denver, CO: Mid-continent Research for Education and Learning. The findings in this study are the foundation of the second edition of McREL's Classroom Instruction That Works. The study updates and extends the original research synthesis, taking into account the best available research that has been done in the past decade. Key findings from the research: Guided notetaking appears more effective than unstructured note taking. There is a link between positive socio-emotional indicators and learning. The benefits of cooperative instruction extend beyond learning to include improved self-esteem and greater motivation and engagement with school.

Echevarria, J., Vogt, M.E., & Short, D. (2004). Making Content Comprehensible for English Language Learners: The SIOP Model (2nd Ed.). Boston: Pearson, Allyn & Bacon. The SIOP model has proven to be an effective strategy for increasing academic knowledge. SIOP can be used as a lesson planning tool to develop language objectives to support the lesson content and objectives.

Wilson, L. 2008. Tiering and Scaffolding: Two strategies for Providing Access to Important Mathematics. Teaching Children Mathematics, February, 2008. National Council of Teachers of Mathematics. Scaffolding tasks allow students to work independently at appropriately challenging levels, make sense of ideas, and develop a

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sense of self-confidence in their mathematics and knowledge. pp.329.

Parrish, Sherry (2010): Number Talks; Humphreys, Cathy and Parker, Ruth (2015): Making Number Talks Matter. Number talks develop number fluency and strengthen students' ability to reason mentally with numbers.

Stein, Mary Kay and Smith, Margaret Schwan (2011): 5 Practices for Orchestrating Productive Mathematics Discussions. Productive discussions in which important mathematical ideas are brought to the surface, contradictions are exposed, and understandings are developed or consolidated.

Tier: Tier 1

Activity - Implement Tier 1 Instruction and Professional Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will participate in professional learning to strengthen their implementation of Tier 1 instructional practices through a job-embedded and support model in curriculum, instruction, and assessment. (Productive Discourse; Number Talks; Academic Vocabulary; Problem Solving)	Professional Learning	Tier 1	Implement	09/04/2018	06/30/2025	\$0	General Fund	OCI, Building Principal, Teaching Staff

Activity - Monitor Tier 1 Instructional Practices	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principal to monitor instruction with walk-throughs, lesson planning, and grade books.	Monitor	Tier 1	Monitor	09/04/2018	06/30/2025	\$0	General Fund	Building Principal

Strategy 2:

MTSS - Staff will develop, implement, monitor and evaluate the impact of a multi-tier system of support process (MTSS) and the delivery of tier 2 and 3 interventions on students behavioral and academic success.

Category: Mathematics

Research Cited: Hill, Jane D., & Flynn, K. (2006). Classroom Instruction That Works with English Language Learners. Alexandria, VA: ASCD. The authors of this text reviewed multiple studies to determine which strategies were the most effective with English Language Learners. The researchers then compiled strategies that would most benefit English Language Learners in developing their academic language.

Marzano, R. (Dec. 2009). When Students Track Their Progress. Educational Leadership, December 2009/January 2010 (67)4, p. 86-87. Robert Marzano highlights a strategy that he says brings about 32 percentile-point gains in achievement: having students record their scores on a chart after taking each interim assessment and following their progress over time. When the assessment involves a rubric score, this gives students and teachers two kinds of information: a specific description of what is expected, and a graphic representation of how each student is doing. "The combination of these two types of information," says Marzano, "produces a powerful effect."

Challenging the Whole Child: Reflections on Best Practices in Learning, Teaching, and Leadership (2009) edited by Marge Scherer and the Educational Leadership

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Staff. Collection of articles from Educational Leadership and other ASCD publications which examine the kinds of challenges that best prepare students for college, the world of work, and life. The authors examine what excellence and high performance mean in various schools and settings around the world and discuss how to make learning richer and more thought-provoking through both rigorous curriculum and formative assessment. Ways that both elementary and secondary school teachers can teach problem-solving and innovative and analytical thinking, and how to challenge students preparing for college as well as those readying themselves for careers after high school.

Ritter, S., Kulikowich, J., Lei, P., McGuire, C., & Morgan, P. (2007). What Evidence Matters? A Randomized Field Trial of Cognitive Tutor @ Algebra I. In T. Hirashima, H. U. Hoppe, & S. Shwu-Ching Young (Eds.), Supporting Learning Flow Through Integrative Technologies (pp. 13–20). Netherlands: IOS Press.

Tier: Tier 2

Activity - MTSS - Extended Day Program - W.I.N. - Implement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will provide tutoring/mentoring in specific skill-deficient area in mathematics in an extended day format.	Academic Support Program	Tier 2	Implement	09/04/2018	06/30/2025	\$0	Title I Part A	Building Administrator, Instructional Staff

Activity - MTSS - Extended Day Program - W.I.N. - Monitor	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will monitor the effects of tutoring/mentoring in specific skill deficient areas in mathematics.	Academic Support Program, Monitor	Tier 2		09/04/2018	06/30/2025	\$0	General Fund	Building Principal, Teachers

Strategy 3:

Professional Learning Community - Professional Learning Community - Staff will collaborate as a professional learning community to strengthen the vertical and horizontal alignment between curriculum, instruction and assessment practices in all core and elective content areas. PLC framework:

1. Staff will align their instruction (lesson planning) with district curriculum and pacing guides.
2. Staff will increase understanding of utilizing high-leverage, research-based instructional practices in order to improve their impact of effective instruction on student achievement.
3. Staff will implement and analyze building and district-level common assessments' results to drive instruction.
4. Staff will implement a MTSS process (plan for in-class and school-level intervention/enrichment) to ensure all students' growth in achievement and behavioral success.
5. Staff will monitor and analyze the impact of adult implementation of instructional strategies and activities on student achievement.

Category: Other - Professional Learning

Research Cited: Professional Learning Communities at Work, R. DuFour (1998); Whatever It Takes, R. DuFour (2004); Learning by Doing (2012) Many, et al; Results SY 2018-2019

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NOW, M. Schmoker;. Tier I: The Forgotten Tier (2010); Visual Learning, J. Hattie (2012); Common Formative Assessment, Bailey and Jakicic (2014).

Tier: Tier 1

Activity - PLC - PLC Adult Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will participate in timely PLC meetings following district framework and monitoring tools.	Implementation	Tier 1		09/04/2018	06/30/2025	\$0	General Fund	Building Administrator, Teaching Staff
Activity - PLC - Strategy Monitoring: Administrator/Peer Observation/Walkthroughs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Adult implementation of strategy will be monitored through Administrator/Peer Observation/Walk-throughs, PLC documentation collection and review by school administration.	Monitor, Walkthrough, Teacher Collaboration, Professional Learning	Tier 1		09/04/2018	06/30/2025	\$0	General Fund	Building Staff
Activity - PLC - Strategy Evaluation: Data Dialogues and Evaluation Documentation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will participate in Data Dialogues: Data analysis of common and state assessments, perception, process/program and demographic data.	Evaluation, Teacher Collaboration, Policy and Process	Tier 1	Evaluate	09/04/2018	06/30/2025	\$0	General Fund	Building Staff

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
MTSS - Extended Day Program - W.I.N. - Implement	Staff will provide tutoring/mentoring in specific skill-deficient area in reading and writing in an extended day format.	Academic Support Program	Tier 2	Implement	09/04/2018	06/30/2025	\$0	Building Administrator, Instructional Staff
MTSS - Extended Day Program - W.I.N. - Implement	Staff will provide tutoring/mentoring in specific skill-deficient area in mathematics in an extended day format.	Academic Support Program	Tier 2	Implement	09/04/2018	06/30/2025	\$0	Building Administrator, Instructional Staff
MTSS - Supplemental Instruction - ACRI - Implement	Supplemental instruction for identified students provided by instructional staff.	Academic Support Program, Implementation	Tier 3	Implement	09/04/2018	06/30/2025	\$0	Building Administrator, Instructional Staff

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
WIN- Monitor Every Monday Matters	Conduct walk-through, documentation/data (attendance, lesson plans, grade book, PLC, etc.)	Behavioral Support Program, Monitor, Walkthrough	Tier 1	Monitor	09/04/2018	06/30/2025	\$0	Building principal
WIN- Implement Every Monday Matters	Assign students and teachers to Every Monday Matters program.	Behavioral Support Program	Tier 1	Implement	09/04/2018	06/30/2025	\$0	Building principal and teaching staff

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Leverage Community Partnerships - Implement	<p>Four community partnerships were maintained throughout this academic year, which involved programming that impacted the majority of our students. AOP (Adolescent Outreach Program) is a grant funded program out of Macomb Family Services. A therapist, maintains a caseload of 8-9 students. She facilitates 6 sessions with each student and works with the student regarding a transition plan. Prime for Life is facilitated in all of Teacher A's sections on Tuesday. It is facilitated by the Traffic Safety Association of MI. The series is focused on Healthy Living and Substance Abuse Prevention topics. MI Model for Substance Abuse Prevention was facilitate by CARE in Teacher B's sections (3) on Thursdays. Winning Futures (WF) is a career/post-secondary education focused mentoring program that was facilitated to approximately 110 of our students. Students benefited from 20 hour-long mentoring sessions. We intend to continue our partnership and programming with all four community partners.</p> <p>Thirty-three presentations (both in our building and outside of our building) facilitated by community partners were advertised/promoted throughout this school this year to present on topics such as healthy living, college/career readiness, substance abuse prevention, suicide awareness, and financial literacy. Examples of some of our community partners include: Michigan Schools and Government Credit Union, Macomb Community College, and MUST Construction Careers. We plan to continue our partnerships and maintain a variety of seminar presentations. Staff training regarding Trauma Informed Schools began this Spring and will continue into the next academic year.</p>	Community Engagement	Tier 1	Implement	09/04/2018	06/30/2025	\$0	Building principal and staff.
Leverage Community Partnerships- Monitor	<p>The team will review schedules and calendars of programming with the intent of maintaining a collective commitment that values these programs. Building principal will conduct walk through and monitor calendars and lesson plans. Macomb Family Services, CARE, and Winning Futures regularly maintain their own data and share it with us. Additionally, we maintain records showing how many students have achieved 70% or greater attendance and actively engaged on the days of in-class community partner presentations.</p>	Community Engagement	Tier 1	Monitor	09/04/2018	06/30/2025	\$0	Building principal and staff.

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Motivational Practices-Monitor	Community HS shared calendar. PowerSchool log entries. PowerSchool student data. Seminar spreadsheet. Staff observation.	Behavioral Support Program, Academic Support Program	Tier 1	Monitor	09/04/2018	06/30/2025	\$0	Building principal and building staff
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General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Motivational Practices	Attendance or academic expectations for field trip and ALNET participation. Honor Roll recognition events. Classroom attendance awards. Motivational speakers. Student of the Month connected to "Every Monday Matters" characteristics. Individual recognition postcards. Senior Virtue Awards.	Behavioral Support Program, Academic Support Program	Tier 1	Implement	09/04/2018	06/30/2025	\$500	Building principal and building staff.
PLC - PLC Adult Implementation	Staff will participate in timely PLC meetings following district framework and monitoring tools.	Implementation	Tier 1		09/04/2018	06/30/2025	\$0	Building Administrator, Teaching Staff
Parent Involvement-Monitor	Monitoring takes place through a Community HS shared calendar, log entries in PowerSchool, and the intake interview goals document.	Monitor, Parent Involvement	Tier 1	Monitor	09/04/2018	06/30/2025	\$0	Building administrator and building staff.
Monitor Tier 1 Instructional Practices	Principal to monitor instruction with walk-throughs, lesson planning, and grade books.	Monitor	Tier 1	Monitor	09/04/2018	06/30/2025	\$0	Principal
PLC - Strategy Evaluation: Data Dialogues and Evaluation Documentation	Staff will participate in Data Dialogues: Data analysis of common and state assessments, perception, process/program and demographic data.	Evaluation, Teacher Collaboration, Policy and Process	Tier 1		09/04/2018	06/30/2025	\$0	Building Staff
PLC - Strategy Evaluation: Data Dialogues and Evaluation Documentation	Staff will participate in Data Dialogues: Data analysis of common and state assessments, perception, process/program and demographic data.	Evaluation, Teacher Collaboration, Policy and Process	Tier 1	Evaluate	09/04/2018	06/30/2025	\$0	Building Staff
PLC - PLC Adult Implementation	Staff will participate in timely PLC meetings following district framework and monitoring tools.	Implementation	Tier 1	Implement	09/04/2018	06/30/2025	\$0	Building Administrator, Teaching Staff

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PLC - Strategy Monitoring: Administrator/Peer Observation/Walkthroughs	Adult implementation of strategy will be monitored through Administrator/Peer Observation/Walkthroughs, PLC documentation collection and review by school administration.	Monitor, Walkthrough, Teacher Collaboration, Professional Learning	Tier 1	Monitor	09/04/2018	06/30/2025	\$0	Building Staff
Monitor Tier 1 Instructional Practices	Principal to monitor instruction with walk-throughs, lesson planning, and grade books.	Monitor	Tier 1	Monitor	09/04/2018	06/30/2025	\$0	Building Principal
Implement Tier 1 Instruction and Professional Learning	Staff will participate in professional learning to strengthen their implementation of Tier 1 instructional practices through a job-embedded and support model in curriculum, instruction, and assessment. (Productive Discourse; Language and Literacy; Academic Vocabulary; Close Reading; Writing in the Content Areas; Science and Social Studies Literacy)	Professional Learning	Tier 1	Implement	09/04/2018	06/30/2025	\$0	OCI, principal, teaching staff
MTSS - Extended Day Program - W.I.N. - Monitor	Staff will monitor the effects of tutoring/mentoring in specific skill deficient areas in mathematics.	Academic Support Program, Monitor	Tier 2		09/04/2018	06/30/2025	\$0	Building Principal, Teachers
MTSS - Supplement Instruction - ACRI - Monitor	Building staff will monitor interventions using the pre-defined measure of student progress that corresponds to the intervention plan implemented.	Monitor	Tier 3	Monitor	09/04/2018	06/30/2025	\$0	Building Staff
MTSS - Extended Day Program - W.I.N. - Monitor	Staff will monitor the effects of tutoring/mentoring in specific skill deficient areas to reading and writing.	Academic Support Program, Monitor	Tier 2	Monitor	09/04/2018	06/30/2025	\$0	Building Principal, Teachers
Implement Tier 1 Instruction and Professional Learning	Staff will participate in professional learning to strengthen their implementation of Tier 1 instructional practices through a job-embedded and support model in curriculum, instruction, and assessment. (Productive Discourse; Number Talks; Academic Vocabulary; Problem Solving)	Professional Learning	Tier 1	Implement	09/04/2018	06/30/2025	\$0	OCI, Building Principal, Teaching Staff
PLC - Strategy Monitoring: Administrator/Peer Observation/Walkthroughs	Adult implementation of strategy will be monitored through Administrator/Peer Observation/Walkthroughs, PLC documentation collection and review by school administration.	Monitor, Walkthrough, Teacher Collaboration, Professional Learning	Tier 1		09/04/2018	06/30/2025	\$0	Building Staff

Section 31a

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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School Improvement Plan

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Family Engagement - Implement	Engage families in the school improvement team process, host special events (ex. honor roll breakfast/dinner), parent/student/director intake/interview process completed 100% of the time as part of our enrollment process, open house, parent involvement nights, parent phone calls and emails, well maintained school website and PowerSchool, parent meetings as needed, and parent-teacher conference.	Parent Involvement	Tier 1	Implement	09/04/2018	06/30/2025	\$1000	Building principal.
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