

# **2016-2017 District Improvement Plan**

## **Warren Consolidated Schools**

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# Warren Consolidated Schools 2016-17 District Improvement Plan

Creating Dynamic Futures

**GOAL 1: Promote College and Career Readiness by increasing achievement in the Core Content Areas by meeting the needs of all students.**

*Objective: Eighty-five percent of all students will demonstrate proficiency in ELA, Math, Science, and Social Studies by June, 2022 as measured by state assessments.*

In order to meet our goals, the following strategies and activities will be implemented, monitored and evaluated:

**Strategy 1: Professional Learning Communities:** 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 instruction (lesson planning) with district curriculum and pacing guides.
2. Staff will increase their understanding of utilizing high-leverage, research-based instructional strategies in order to improve the impact of effective instruction on student achievement.
3. Staff will create, 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.

- Priority and Focus Schools' Required Activities
- Establish communication, common assessment and data analysis protocols and tools
- District Professional Development: PLC, MTSS, High-leverage ELA and Math research-based strategies; Balanced Assessments, CITW, SIOP/Language and Literacy

**Strategy 2: MTSS: Research-Based Tier II & III Interventions-** Staff will develop, implement, and analyze the impact of an MTSS process on students' behavioral and academic success.

- MTSS district team will complete research and development of an effective MTSS district K-12 model and documents to support school teams with development, implementation, monitoring and data analysis activities
- District Professional Development: Research-based Tier II and III supplemental instruction for identified students provided by intervention staff; data analysis
- Consultation/coaching/modeling on positive behavioral and academic interventions for individualized support for students within intervention meeting process

**Strategy 3: Family Engagement-** Staff will develop, implement, and analyze the impact of Family Engagement programs on student's behavioral and academic success.

- Provide parents with access to electronic tools and media resources to gain information (Parent Portal, District Website)
- Celebrate student achievements
- Support student learning through parent and family workshops
- Support the successful transition of Preschool to Kindergarten, Fifth Grade to Sixth Grade, Eighth Grade to Ninth Grade, Twelfth Grade to College and Career Readiness
- Support Family Resource Assistant program

## Evaluation & Monitoring of District Improvement Plan

- OCI administrators and building administrator walk-throughs and data analysis
- OCI Staff to monitor and analyze data results a minimum of three times
- DSIT/DTN Committee will review data and evaluate impact on student performance
- Quarterly Reporting to MDE, Superintendent, Cabinet and Board of Education

**Student Achievement**

**High Expectations**

**Strong Relationships**

## 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 College and Career Readiness by increasing achievement in English Language Arts for all students. | Objectives: 2<br>Strategies: 4<br>Activities: 36 | Academic  | \$2494000     |
| 2 | Promote College and Career Readiness by increasing achievement in Mathematics for all students.           | Objectives: 1<br>Strategies: 4<br>Activities: 33 | Academic  | \$1092500     |
| 3 | Promote College and Career Readiness by increasing achievement in Science for all students.               | Objectives: 1<br>Strategies: 4<br>Activities: 24 | Academic  | \$470000      |
| 4 | Promote College and Career Readiness by increasing achievement in Social Studies for all students.        | Objectives: 1<br>Strategies: 4<br>Activities: 24 | Academic  | \$468500      |

## Goal 1: Promote College and Career Readiness by increasing achievement in English Language Arts for all students.

### Measurable Objective 1:

85% of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh, Twelfth, Postsecondary, Adult and Ungraded 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 by scoring proficient in English Language Arts by 06/30/2022 as measured by state assessments.

### (shared) Strategy 1:

Tier 1 Professional Learning - District staff will engage in research-based professional learning through a job-embedded and support model.

Category: Other - Classroom Instruction

Tier: Tier 1

| Activity - Tier I 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 Tier I in curriculum, instruction, and balanced assessment practices through a job-embedded and support model (Title IIA - consultants, MTSS Training, CITW Training. Title III - SLOP/Language and Literacy Training). | Professional Learning | Tier 1 | Implement | 08/04/2014 | 06/30/2017 | \$70000           | Title III, General Fund, Title II Part A | OCI               |
| Schools: All Schools  |                       |        |           |            |            |                   |  |                   |
| Activity - Monitor Tier 1 Professional Learning   | Activity Type         | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding                        | Staff Responsible |
| OCI department to monitor professional learning through PD tracker/calendar, administrator walk-throughs/rounds, surveys, and student achievement data (IOWA, DRA, state assessments).  | Monitor               | Tier 1 | Monitor   | 07/01/2014 | 06/30/2017 | \$0               | General Fund                             | OCI Department    |
| Schools: All Schools  |                       |        |           |            |            |                   |  |                   |
| Activity - Evaluate Tier I Professional Learning  | Activity Type         | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding                        | Staff Responsible |

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|---|------------|--------|----------|------------|------------|-----|--------------|----------------------|
| DSIT, with OCI department staff, will evaluate the impact of professional learning on student achievement by reviewing the monitoring artifacts collected (PD tracker/calendar, administrator walk-throughs/rounds summary data), surveys, and student achievement data (IOWA, DRA, state assessments) through the lens of the MDE Program Evaluation Tool. | Evaluation | Tier 1 | Evaluate | 07/01/2014 | 06/30/2017 | \$0 | General Fund | DSIT, OCI Department |
| Schools: All Schools  |            |        |          |            |            |     |              |                      |

### (shared) 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

Tier: Tier 3

| Activity - Supplemental Instruction-AARI  | Activity Type            | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible                      |
|---|--------------------------|--------|-----------|------------|------------|-------------------|-------------------|--|
| Supplemental instruction for identified students provided by intervention staff (Title 1A - \$264,000 staff base salaries; \$2,850 PD Fees; \$5,000 materials). | Academic Support Program | Tier 3 | Implement | 09/02/2013 | 06/30/2017 | \$272000          | Title I Part A    | Building Administrators, Title I Staff |
| Schools: Carter Middle School, Grissom Middle School, Beer Middle School, Carleton Middle School  |                          |        |           |            |            |                   |                   |  |

| Activity - Consultation/Coaching   | Activity Type         | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible |
|--|-----------------------|--------|-----------|------------|------------|-------------------|-------------------|-------------------|
| Consultation/coaching on interventions and instructional strategies for individualized support for students (Title IIA - consultants). | Professional Learning | Tier 3 | Implement | 09/02/2013 | 06/30/2017 | \$60000           | Title II Part A   | OCI               |
| Schools: All Schools   |                       |        |           |            |            |                   |                   |                   |

| Activity - MTSS Model Development  | Activity Type            | Tier   | Phase         | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible   |
|--|--------------------------|--------|---------------|------------|------------|-------------------|-------------------|---|
| MTSS district team will complete research and development of an effective MTSS district model and documents for all staff. | Academic Support Program | Tier 3 | Getting Ready | 07/01/2014 | 06/30/2017 | \$0               | General Fund      | Office of Curriculum and Instruction, building leadership teams |
| Schools: All Schools   |                          |        |               |            |            |                   |                   |   |

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| Activity - Supplemental Instruction - LLI   | Activity Type            | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding         | Staff Responsible                            |
|---|--------------------------|--------|-----------|------------|------------|-------------------|---------------------------|--|
| <p>Supplemental instruction for identified students provided by intervention staff (Title 1A - \$704,000, staff base salaries; \$21,000 materials).</p> <p>Schools: Wilde Elementary School, Lean Elementary School, Black Elementary School, Jefferson Elementary School, Willow Woods Elementary School, Siersma Elementary School, Wilkerson Elementary School, Green Acres Elementary School, Cromie Elementary School, Harwood Elementary School</p> | Academic Support Program | Tier 3 | Implement | 07/01/2013 | 06/30/2017 | \$750000          | Title I Part A            | Building Administrators, Title I Staff       |
| Activity - Extended Day and Extended Year Programs  | Activity Type            | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding         | Staff Responsible                            |
| <p>Staff will provide tutoring/mentoring in specific skill-deficit areas related to reading and writing in an extended day or year format (Title III - \$19789 for salary and benefits, \$15,000 transportation, \$1,000 for writing and reading supplies; Title I - \$90,000 for salary and benefits; \$10,000 for writing and reading supplies).</p> <p>Schools: All Schools</p>  | Academic Support Program | Tier 3 | Implement | 07/01/2015 | 06/30/2017 | \$160000          | Title III, Title I Part A | Building Principals, Title I Staff, Teachers |
| Activity - Monitor Tier 2/3 Interventions   | Activity Type            | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding         | Staff Responsible                            |
| <p>Building staff will monitor interventions using the pre-defined measure of student progress that corresponds to the intervention plans implemented at the building level (ex. AARI, LLI, DRA, Carnegie, EasyCBM). Building staff will share monitoring data at MTSS meetings.</p> <p>Schools: All Schools</p>  | Monitor                  | Tier 3 | Monitor   | 07/01/2014 | 06/30/2017 | \$0               | General Fund              | Building Staff                               |
| Activity - Evaluate Tier 2/3 Interventions  | Activity Type            | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding         | Staff Responsible                            |
| <p>Building staff will evaluate the impact of interventions on student achievement by reviewing student progress measures appropriate to the intervention implemented (ex. AARI, LLI, DRA, Carnegie, EasyCBM), as well as implementation and perception data through the lens of the MDE Program Evaluation Tool.</p> <p>Schools: All Schools</p>   | Evaluation               | Tier 3 | Evaluate  | 07/01/2014 | 06/30/2017 | \$0               | General Fund              | Building Staff                               |

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| Activity - MTSS Focus and Priority Building Support   | Activity Type            | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible                                      |
|---|--------------------------|--------|-----------|------------|------------|-------------------|-------------------|--|
| <p>A district level MTSS training and development administrator will provide additional support and coaching to building teams in implementing MTSS in Focus and Priority Schools.</p> <p>Teacher teams will collaborate weekly/monthly to review student work, data, and refine the interventions and supports available to students.</p> <p>Schools: Lean Elementary School, Black Elementary School, Susick Elementary School, Grissom Middle School, Beer Middle School, Willow Woods Elementary School, Green Acres Elementary School, Cromie Elementary School, Carleton Middle School, Harwood Elementary School</p>   | Implementation           | Tier 3 | Implement | 07/01/2014 | 06/30/2017 | \$165000          | Title I Part A    | Office of Curriculum and Instruction Staff             |
| Activity - Supplemental Instruction - Extended Time   | Activity Type            | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible                                      |
| <p>Title I teachers and paraprofessionals will provide additional, individualized, instruction to identified students in order to strengthen skills in which students have demonstrated deficits according to MEAP, Iowa, DRA and classroom assessments.</p> <p>Schools: Holden Elementary School, Susick Elementary School, Grissom Middle School, Wilde Elementary School, Lean Elementary School, Carter Middle School, Jefferson Elementary School, Beer Middle School, Willow Woods Elementary School, Siersma Elementary School, Angus Elementary School, Wilkerson Elementary School, Green Acres Elementary School, Cromie Elementary School, Carleton Middle School, Harwood Elementary School</p> | Academic Support Program | Tier 2 | Implement | 07/01/2014 | 06/30/2017 | \$600000          | Title I Part A    | Title I Intervention Staff, Building Administrators    |
| Activity - Supplemental Instruction - Corrective Reading  | Activity Type            | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible                                      |
| <p>Title I Intervention teacher to instruct identified, at-risk students using the Corrective Reading Program, daily.</p> <p>Schools: Jefferson Elementary School, Beer Middle School</p>   | Academic Support Program | Tier 3 | Implement | 07/01/2014 | 06/30/2017 | \$40000           | Title I Part A    | Title I Intervention Teachers, Building Administrators |
| Activity - Tier 2/3 Professional Learning   | Activity Type            | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible                                      |



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|  |                       |        |           |            |            |         |                                 |                              |
|--|-----------------------|--------|-----------|------------|------------|---------|---------------------------------|------------------------------|
| Professional learning aligned to building-specific interventions and instructional strategies for individualized support for students, as identified in individual School Improvement Plans (AARI, LLI, Corrective Reading/Mathematics, Working with At-Risk Learners, Designing Skill-Specific Interventions, Student Progress Monitoring, EasyCBM, Implementing MTSS, Carnegie Cognitive Tutor/Mathia, Thinking Maps) will be supported.   | Professional Learning | Tier 3 | Implement | 07/01/2014 | 06/30/2017 | \$50000 | Title II Part A, Title I Part A | OCI, Building Administrators |
| Schools: Holden Elementary School, Susick Elementary School, Grissom Middle School, Cousino High School, Warren Mott High School, Wilde Elementary School, Lean Elementary School, Sterling Heights High School, Black Elementary School, Carter Middle School, Jefferson Elementary School, Beer Middle School, Willow Woods Elementary School, Siersma Elementary School, Angus Elementary School, Wilkerson Elementary School, Green Acres Elementary School, Cromie Elementary School, Carleton Middle School, Harwood Elementary School |                       |        |           |            |            |         |                                 |                              |

| Activity - Supplemental Coaching and EL Instruction  | Activity Type  | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible   |
|--|--|--------|-----------|------------|------------|-------------------|-------------------|---|
| Language Acquisition Specialist will provide supplementary content area coaching for teachers regarding literacy instruction to ELs at selected schools within a push in/coaching model.<br><br>Schools: Sterling Heights High School, Black Elementary School, Willow Woods Elementary School, Warren Mott High School, Cromie Elementary School, Harwood Elementary School | Professional Learning, Academic Support Program, Teacher Collaboration | Tier 2 | Implement | 07/01/2015 | 06/30/2017 | \$70000           | Title III         | Language Acquisition Administrator, School Principal, Language Acquisition Specialist |

| Activity - Supplemental Collaboration and Intervention Meetings   | Activity Type         | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible   |
|---|-----------------------|--------|-----------|------------|------------|-------------------|-------------------|---------------------|
| Additional time for staff to collaborate regarding effective methods of instruction and assessment and plan for Tier 2 and 3 interventions.<br><br>Schools: Holden Elementary School, Susick Elementary School, Grissom Middle School, Wilde Elementary School, Lean Elementary School, Carter Middle School, Black Elementary School, Jefferson Elementary School, Beer Middle School, Willow Woods Elementary School, Siersma Elementary School, Angus Elementary School, Wilkerson Elementary School, Green Acres Elementary School, Cromie Elementary School, Carleton Middle School, Harwood Elementary School | Professional Learning | Tier 2 | Implement | 09/01/2015 | 06/30/2017 | \$30000           | Title I Part A    | Building Principals |

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| Activity - Continuing Professional Development for ELs   | Activity Type         | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible  |
|--|-----------------------|--------|-----------|------------|------------|-------------------|-------------------|--|
| Title III professional development workshops/conferences, books, mileage and subs (TESOL, MITESOL, MABE, WIDA)<br><br>Schools: All Schools | Professional Learning | Tier 2 | Implement | 07/01/2015 | 06/30/2017 | \$2500            | Title III         | Language Acquisition Administrator, Language Acquisition Teacher, Language Acquisition Specialist. |

| Activity - PD for General Education Teachers confering with Language Acquisition Specialists   | Activity Type         | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible               |
|--|-----------------------|--------|-----------|------------|------------|-------------------|-------------------|---------------------------------|
| Subs will be used for the general education teachers to confer with Title III Language Acquisition Specialists. Using Data (WIDA, DRA, Iowa, Summative/Formative Assessments) to make ELA and Writing instructional decisions for ELL's.<br><br>Schools: Sterling Heights High School, Black Elementary School, Willow Woods Elementary School, Warren Mott High School, Cromie Elementary School, Harwood Elementary School | Professional Learning | Tier 2 | Implement | 11/10/2015 | 06/30/2017 | \$30000           | Title III         | Language Acquisition Specialist |

### (shared) Strategy 3:

Family Engagement Programs - Staff will develop, implement, monitor and evaluate the impact of Family Engagement Programs on students' behavioral and academic success.

Category: English/Language Arts

Tier: Tier 1

| Activity - Electronic Tools and Media Resources   | Activity Type      | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding            | Staff Responsible |
|---|--------------------|--------|-----------|------------|------------|-------------------|------------------------------|-------------------|
| Parents will have access to district, school, and staff websites, Parent Portal, and other multimedia resources to gain information and follow their students' progress.<br><br>Students and families will also have access to online learning programs in order to provide learning at-home opportunities (Title I).<br><br>Schools: All Schools | Parent Involvement | Tier 1 | Implement | 09/03/2013 | 06/30/2017 | \$15000           | Title I Part A, General Fund | OCI               |

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| Activity - Student Achievement   | Activity Type      | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding         | Staff Responsible |
|--|--------------------|--------|-----------|------------|------------|-------------------|---------------------------|-------------------|
| District staff will celebrate student achievement. District Writing Celebration; recognition at Board of Education meetings; Festival of the Arts.<br><br>Schools: All Schools   | Parent Involvement | Tier 1 | Implement | 09/03/2013 | 06/30/2017 | \$0               | General Fund              | OCI               |
| Activity - Parent Workshops  | Activity Type      | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding         | Staff Responsible |
| Support student learning through family workshops (Title I - Parent Engagement, \$32,000; Title III - Family Resource Assistants salary and benefits \$120,500, supplies [hospitality, books \$500]).<br><br>Schools: All Schools            | Parent Involvement | Tier 1 | Implement | 09/03/2013 | 06/30/2017 | \$34000           | Title III, Title I Part A | OCI               |
| Activity - Student Transition  | Activity Type      | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding         | Staff Responsible |
| Support the successful transition from pre-school to kindergarten, elementary school to middle school, middle school to high school, and high school to college/career (Title III - Family Resource Assistants).<br><br>Schools: All Schools | Parent Involvement | Tier 1 | Implement | 09/03/2013 | 06/30/2017 | \$60000           | Title III                 | OCI               |
| Activity - Monitor Family Engagement   | Activity Type      | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding         | Staff Responsible |
| Building staff will monitor family engagement programs using surveys, event attendance, and direct dialogue with families.<br><br>Schools: All Schools   | Monitor            | Tier 1 | Monitor   | 07/01/2014 | 06/30/2017 | \$0               | General Fund              | Building Staff    |
| Activity - Evaluate Family Engagement  | Activity Type      | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding         | Staff Responsible |
| Building staff will evaluate the impact of family engagement programs using student achievement data, surveys, event attendance, and direct dialogue with families.<br><br>Schools: All Schools  | Evaluation         | Tier 1 | Evaluate  | 07/01/2014 | 06/30/2017 | \$0               | General Fund              | Building Staff    |

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| Activity - McKinney Vento Support  | Activity Type            | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible                          |
|--|--------------------------|--------|-----------|------------|------------|-------------------|-------------------|--|
| Academic and educationally-related support will be provided to students experiencing homelessness. Materials and fees required to fully participate in the educational program as defined by the allowable uses of the Title I set-asides will be provided. Additionally, transportation assistance, once a formerly homeless family becomes permanently housed, will be provided in accordance with legislation in order to maintain continuity of educational programming.<br><br>Schools: All Schools | Academic Support Program | Tier 1 | Implement | 07/01/2014 | 06/30/2017 | \$7500            | Title I Part A    | Homeless Liaison and Title I Administrator |

### (shared) Strategy 4:

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:

Tier: Tier 1

| Activity - Priority and Focus Schools' Required Activities   | Activity Type   | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding        | Staff Responsible                                     |
|--|---|--------|-----------|------------|------------|-------------------|--------------------------|---|
| District and schools will implement, monitor, and evaluate required MDE and Federal components of priority and focus schools' improvement plans (ex. Data Dialogues, Unpacking Tool, Quarterly Reporting, Focus Schools' Teaching and Learning Reports, Turnaround Self-Assessment, Educational Resources Allocation Self-Assessment, Superintendent Dropout Challenge, ILC and SST meetings, Surveys of Enacted Curriculum).<br><br>Schools: Lean Elementary School, Black Elementary School, Grissom Middle School, Beer Middle School, Willow Woods Elementary School, Cousino High School, Warren Mott High School, Green Acres Elementary School, Cromie Elementary School, Carleton Middle School, Harwood Elementary School | Policy and Process, Professional Learning, Implementation, Getting Ready, Evaluation, Monitor | Tier 1 | Implement | 09/01/2015 | 06/30/2017 | \$0               | Title I Part A, MI-Excel | OCI Administration; Priority and Focus Schools' staff |

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| Activity - Process Development: District PD Sessions and Calendar   | Activity Type   | Tier   | Phase         | Begin Date | End Date   | Resource Assigned | Source Of Funding  | Staff Responsible                     |
|---|---|--------|---------------|------------|------------|-------------------|--|---------------------------------------|
| <p>Staff will plan Professional Development sessions and Calendar:<br/>High-Leverage, Instructional Strategies' PD: PLC process, MTSS process, ILC Process—How to: unpacking standards and development of writing standards-aligned common assessments</p> <p>PD: Data Analysis/Dialogues<br/>PD: Tier I Curriculum-What we teach; how we teach<br/>PD: Language and Literacy for EL students</p> <p>Schools: All Schools</p> | Policy and Process, Professional Learning, Getting Ready  | Tier 1 | Getting Ready | 09/01/2015 | 06/30/2017 | \$0               | Title I Part A, Title II Part A, General Fund, Title III | OCI staff and MISD consultants        |
| Activity - Revise K-12 ELA Curriculum   | Activity Type   | Tier   | Phase         | Begin Date | End Date   | Resource Assigned | Source Of Funding  | Staff Responsible                     |
| <p>Revise K-12 ELA curriculum documents (ex. pacing guides, expectations, district interim assessments, resources, implementation guides and observation look-fors).</p> <p>Schools: All Schools</p>  | Policy and Process, Getting Ready, Curriculum Development | Tier 1 | Getting Ready | 09/01/2015 | 06/30/2017 | \$0               | General Fund   | OCI Administration and District Staff |
| Activity - Conduct Pre-PLC and MTSS Staff Survey  | Activity Type   | Tier   | Phase         | Begin Date | End Date   | Resource Assigned | Source Of Funding  | Staff Responsible                     |
| <p>OCI Administration will facilitate Pre-PLC and MTSS Surveys for school SIP teams to complete.</p> <p>Schools: All Schools</p>  | Policy and Process, Professional Learning, Getting Ready  | Tier 1 | Getting Ready | 09/01/2015 | 06/30/2017 | \$0               | General Fund   | OCI Administration                    |
| Activity - Policy/Process Development: High leverage, evidence-based instructional strategies (PLC, MTSS, Balanced Assessments)   | Activity Type   | Tier   | Phase         | Begin Date | End Date   | Resource Assigned | Source Of Funding  | Staff Responsible                     |
| <p>Develop: MTSS district-school manual, expectations and tools; Balanced Assessment System (ILC and district-level comprehensive common assessments) and Calendar; PLC framework, tools and expectations, implementation guides.</p> <p>Schools: All Schools</p>   | Policy and Process, Getting Ready                         | Tier 1 | Getting Ready | 09/01/2015 | 06/30/2017 | \$0               | Title III, General Fund, Title II Part A, Title I Part A | OCI                                   |

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| Activity - PLC Adult Implementation   | Activity Type  | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding            | Staff Responsible                     |
|---|--|--------|-----------|------------|------------|-------------------|------------------------------|---------------------------------------|
| Staff will participate in timely PLC/DSIT meetings following district framework and monitoring tools.<br><br>Schools: All Schools   | Professional Learning, Implementation, Teacher Collaboration                           | Tier 1 | Implement | 09/01/2015 | 06/30/2017 | \$0               | General Fund                 | OCI Administration and district staff |
| Activity - 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 OCI and school administration.<br><br>Schools: All Schools  | Policy and Process, Professional Learning, Walkthrough, Teacher Collaboration, Monitor | Tier 1 | Monitor   | 09/01/2015 | 06/30/2017 | \$0               | General Fund                 | OCI Administration and District Staff |
| Activity - Strategy Evaluation: Data Dialogues and Evaluation Documentation   | Activity Type  | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding            | Staff Responsible                     |
| In order to evaluate the effectiveness of the District Improvement Plan, staff will participate in Data Dialogues: Data analysis of common and state assessments, perception, process/program and demographic data. In addition, staff will complete the AdvancED Self- Assessment, AdvancED Staff and Parent Survey, District ERS/Resource Allocation Report, Post-PLC and MTSS Surveys, and MDE Program Evaluation.<br><br>Schools: All Schools | Policy and Process, Evaluation, Teacher Collaboration                                  | Tier 1 | Evaluate  | 09/01/2015 | 06/30/2017 | \$0               | General Fund, Title I Part A | OCI Administration and District staff |
| Activity - Strategy Monitoring: Common Assessment Review  | Activity Type  | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding            | Staff Responsible                     |
| OCI staff will monitor samples of common assessments for review using district rubric and provide feedback to school teams.<br><br>Schools: All Schools   | Monitor  | Tier 1 | Monitor   | 09/01/2015 | 06/30/2017 | \$0               | General Fund                 | OCI staff                             |
| Activity - Professional Learning Community Support  | Activity Type  | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding            | Staff Responsible                     |

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|--|-----------------------|--------|-----------|------------|------------|---------|----------------------------|--|
| Content, Data and Instructional Technology Specialists and Administrator of Language Acquisition (for EL Instruction) will provide ongoing learning and support to professional learning community teams regarding understanding standards; data and artifact analysis and interpretation; selection and implementation of research-based instructional strategies; monitoring of strategy implementation and student progress; and evaluating strategy impact on teaching and learning. | Professional Learning | Tier 1 | Implement | 07/01/2015 | 06/30/2017 | \$68000 | Title II Part A, Title III | OCI Content Specialists and Administrative Staff |
| Schools: All Schools   |                       |        |           |            |            |         |                            |  |

| Activity - Supplemental Professional Learning  | Activity Type         | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible   |
|--|-----------------------|--------|-----------|------------|------------|-------------------|-------------------|---------------------|
| Identified staff will participate in professional learning to strengthen practices in curriculum, instruction, and assessment. Curriculum: Common Core State Standards, aligned to a MTSS (multi-Tier System of Supports) process; Cognitively Impaired (CI) Common Core Essential Elements; Next Generation Science Standards. Instruction: Balanced Literacy; Guided/Balanced Math; McRELs Classroom Instruction That Works (including Bloom's Taxonomy, Webb's Depth of Knowledge Higher Level Thinking); Differentiation (Tier instruction, scaffolded lessons, assistive technology); SIOF (Sheltered Instructional Observation Protocol); Curricular and instructional "look-fors," using classroom observations and walk-throughs. Assessment: Monitoring and evaluation of data including State Summative Assessments (Smarter Balanced, ACT), formative assessments (classroom, local, and state interim), Iowa, and progress monitoring assessments. | Professional Learning | Tier 2 | Implement | 07/01/2015 | 06/30/2017 | \$10000           | Title I Part A    | Building Principals |
| Schools: Holden Elementary School, Susick Elementary School, Grissom Middle School, Wilde Elementary School, Lean Elementary School, Carter Middle School, Black Elementary School, Jefferson Elementary School, Beer Middle School, Willow Woods Elementary School, Siersma Elementary School, Angus Elementary School, Wilkerson Elementary School, Green Acres Elementary School, Cromie Elementary School, Carleton Middle School, Harwood Elementary School   |                       |        |           |            |            |                   |                   |                     |

**Measurable Objective 2:**

85% of English Learners students will demonstrate a proficiency in language skill and use in English Language Arts by 06/01/2022 as measured by WIDA scores.

**(shared) Strategy 1:**

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

Tier: Tier 3

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Warren Consolidated Schools

| Activity - Supplemental Instruction-AARI   | Activity Type            | Tier   | Phase         | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible   |
|--|--------------------------|--------|---------------|------------|------------|-------------------|-------------------|---|
| Supplemental instruction for identified students provided by intervention staff (Title 1A - \$264,000 staff base salaries; \$2,850 PD Fees; \$5,000 materials).<br><br>Schools: Carter Middle School, Grissom Middle School, Beer Middle School, Carleton Middle School  | Academic Support Program | Tier 3 | Implement     | 09/02/2013 | 06/30/2017 | \$272000          | Title I Part A    | Building Administrators, Title I Staff                          |
| Activity - Consultation/Coaching   | Activity Type            | Tier   | Phase         | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible   |
| Consultation/coaching on interventions and instructional strategies for individualized support for students (Title IIA - consultants).<br><br>Schools: All Schools   | Professional Learning    | Tier 3 | Implement     | 09/02/2013 | 06/30/2017 | \$60000           | Title II Part A   | OCI   |
| Activity - MTSS Model Development  | Activity Type            | Tier   | Phase         | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible   |
| MTSS district team will complete research and development of an effective MTSS district model and documents for all staff.<br><br>Schools: All Schools   | Academic Support Program | Tier 3 | Getting Ready | 07/01/2014 | 06/30/2017 | \$0               | General Fund      | Office of Curriculum and Instruction, building leadership teams |
| Activity - Supplemental Instruction - LLI  | Activity Type            | Tier   | Phase         | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible   |
| Supplemental instruction for identified students provided by intervention staff (Title 1A - \$704,000, staff base salaries; \$21,000 materials).<br><br>Schools: Wilde Elementary School, Lean Elementary School, Black Elementary School, Jefferson Elementary School, Willow Woods Elementary School, Siersma Elementary School, Wilkerson Elementary School, Green Acres Elementary School, Cromie Elementary School, Harwood Elementary School | Academic Support Program | Tier 3 | Implement     | 07/01/2013 | 06/30/2017 | \$750000          | Title I Part A    | Building Administrators, Title I Staff                          |
| Activity - Extended Day and Extended Year Programs   | Activity Type            | Tier   | Phase         | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible   |



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|   |                          |        |           |            |            |          |                           |  |
|---|--------------------------|--------|-----------|------------|------------|----------|---------------------------|--|
| Staff will provide tutoring/mentoring in specific skill-deficit areas related to reading and writing in an extended day or year format (Title III - \$19789 for salary and benefits, \$15,000 transportation, \$1,000 for writing and reading supplies; Title I - \$90,000 for salary and benefits; \$10,000 for writing and reading supplies). | Academic Support Program | Tier 3 | Implement | 07/01/2015 | 06/30/2017 | \$160000 | Title III, Title I Part A | Building Principals, Title I Staff, Teachers |
| Schools: All Schools  |                          |        |           |            |            |          |                           |  |

| Activity - Monitor Tier 2/3 Interventions   | 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 plans implemented at the building level (ex. AARI, LLI, DRA, Carnegie, EasyCBM). Building staff will share monitoring data at MTSS meetings. | Monitor       | Tier 3 | Monitor | 07/01/2014 | 06/30/2017 | \$0               | General Fund      | Building Staff    |
| Schools: All Schools  |               |        |         |            |            |                   |                   |                   |

| Activity - Evaluate Tier 2/3 Interventions   | Activity Type | Tier   | Phase    | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible |
|--|---------------|--------|----------|------------|------------|-------------------|-------------------|-------------------|
| Building staff will evaluate the impact of interventions on student achievement by reviewing student progress measures appropriate to the intervention implemented (ex. AARI, LLI, DRA, Carnegie, EasyCBM), as well as implementation and perception data through the lens of the MDE Program Evaluation Tool. | Evaluation    | Tier 3 | Evaluate | 07/01/2014 | 06/30/2017 | \$0               | General Fund      | Building Staff    |
| Schools: All Schools   |               |        |          |            |            |                   |                   |                   |

| Activity - MTSS Focus and Priority Building Support   | Activity Type  | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible                          |
|---|----------------|--------|-----------|------------|------------|-------------------|-------------------|--|
| A district level MTSS training and development administrator will provide additional support and coaching to building teams in implementing MTSS in Focus and Priority Schools.<br><br>Teacher teams will collaborate weekly/monthly to review student work, data, and refine the interventions and supports available to students. | Implementation | Tier 3 | Implement | 07/01/2014 | 06/30/2017 | \$165000          | Title I Part A    | Office of Curriculum and Instruction Staff |
| Schools: Lean Elementary School, Black Elementary School, Susick Elementary School, Grissom Middle School, Beer Middle School, Willow Woods Elementary School, Green Acres Elementary School, Cromie Elementary School, Carleton Middle School, Harwood Elementary School   |                |        |           |            |            |                   |                   |  |

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| Activity - Supplemental Instruction - Extended Time   | Activity Type            | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding               | Staff Responsible                                      |
|---|--------------------------|--------|-----------|------------|------------|-------------------|---------------------------------|--|
| <p>Title I teachers and paraprofessionals will provide additional, individualized, instruction to identified students in order to strengthen skills in which students have demonstrated deficits according to MEAP, Iowa, DRA and classroom assessments.</p> <p>Schools: Holden Elementary School, Susick Elementary School, Grissom Middle School, Wilde Elementary School, Lean Elementary School, Carter Middle School, Jefferson Elementary School, Beer Middle School, Willow Woods Elementary School, Siersma Elementary School, Angus Elementary School, Wilkerson Elementary School, Green Acres Elementary School, Cromie Elementary School, Carleton Middle School, Harwood Elementary School</p>   | Academic Support Program | Tier 2 | Implement | 07/01/2014 | 06/30/2017 | \$600000          | Title I Part A                  | Title I Intervention Staff, Building Administrators    |
| Activity - Supplemental Instruction - Corrective Reading  | Activity Type            | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding               | Staff Responsible                                      |
| <p>Title I Intervention teacher to instruct identified, at-risk students using the Corrective Reading Program, daily.</p> <p>Schools: Jefferson Elementary School, Beer Middle School</p>   | Academic Support Program | Tier 3 | Implement | 07/01/2014 | 06/30/2017 | \$40000           | Title I Part A                  | Title I Intervention Teachers, Building Administrators |
| Activity - Tier 2/3 Professional Learning   | Activity Type            | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding               | Staff Responsible                                      |
| <p>Professional learning aligned to building-specific interventions and instructional strategies for individualized support for students, as identified in individual School Improvement Plans (AARI, LLI, Corrective Reading/Mathematics, Working with At-Risk Learners, Designing Skill-Specific Interventions, Student Progress Monitoring, EasyCBM, Implementing MTSS, Carnegie Cognitive Tutor/Mathia, Thinking Maps) will be supported.</p> <p>Schools: Holden Elementary School, Susick Elementary School, Grissom Middle School, Cousino High School, Warren Mott High School, Wilde Elementary School, Lean Elementary School, Sterling Heights High School, Black Elementary School, Carter Middle School, Jefferson Elementary School, Beer Middle School, Willow Woods Elementary School, Siersma Elementary School, Angus Elementary School, Wilkerson Elementary School, Green Acres Elementary School, Cromie Elementary School, Carleton Middle School, Harwood Elementary School</p> | Professional Learning    | Tier 3 | Implement | 07/01/2014 | 06/30/2017 | \$50000           | Title I Part A, Title II Part A | OCI, Building Administrators                           |

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Warren Consolidated Schools

| Activity - Supplemental Coaching and EL Instruction  | Activity Type  | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible  |
|--|--|--------|-----------|------------|------------|-------------------|-------------------|--|
| <p>Language Acquisition Specialist will provide supplementary content area coaching for teachers regarding literacy instruction to ELs at selected schools within a push in/coaching model.</p> <p>Schools: Sterling Heights High School, Black Elementary School, Willow Woods Elementary School, Warren Mott High School, Cromie Elementary School, Harwood Elementary School</p>  | Professional Learning, Academic Support Program, Teacher Collaboration | Tier 2 | Implement | 07/01/2015 | 06/30/2017 | \$70000           | Title III         | Language Acquisition Administrator, School Principal, Language Acquisition Specialist              |
| Activity - Supplemental Collaboration and Intervention Meetings  | Activity Type  | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible  |
| <p>Additional time for staff to collaborate regarding effective methods of instruction and assessment and plan for Tier 2 and 3 interventions.</p> <p>Schools: Holden Elementary School, Susick Elementary School, Grissom Middle School, Wilde Elementary School, Lean Elementary School, Carter Middle School, Black Elementary School, Jefferson Elementary School, Beer Middle School, Willow Woods Elementary School, Siersma Elementary School, Angus Elementary School, Wilkerson Elementary School, Green Acres Elementary School, Cromie Elementary School, Carleton Middle School, Harwood Elementary School</p> | Professional Learning  | Tier 2 | Implement | 09/01/2015 | 06/30/2017 | \$30000           | Title I Part A    | Building Principals  |
| Activity - Continuing Professional Development for ELs   | Activity Type  | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible  |
| <p>Title III professional development workshops/conferences, books, mileage and subs (TESOL, MITESOL, MABE, WIDA)</p> <p>Schools: All Schools</p>  | Professional Learning  | Tier 2 | Implement | 07/01/2015 | 06/30/2017 | \$2500            | Title III         | Language Acquisition Administrator, Language Acquisition Teacher, Language Acquisition Specialist. |
| Activity - PD for General Education Teachers conferring with Language Acquisition Specialists  | Activity Type  | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible  |

**2016-2017 District Improvement Plan**

Warren Consolidated Schools

|  |                       |        |           |            |            |         |           |                                 |
|--|-----------------------|--------|-----------|------------|------------|---------|-----------|---------------------------------|
| Subs will be used for the general education teachers to confer with Title III Language Acquisition Specialists. Using Data (WIDA, DRA, Iowa, Summative/Formative Assessments) to make ELA and Writing instructional decisions for ELL's.<br><br>Schools: Sterling Heights High School, Black Elementary School, Willow Woods Elementary School, Warren Mott High School, Cromie Elementary School, Harwood Elementary School | Professional Learning | Tier 2 | Implement | 11/10/2015 | 06/30/2017 | \$30000 | Title III | Language Acquisition Specialist |
|--|-----------------------|--------|-----------|------------|------------|---------|-----------|---------------------------------|

**Goal 2: Promote College and Career Readiness by increasing achievement in Mathematics for all students.**

**Measurable Objective 1:**

85% of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh, Twelfth, Postsecondary, Adult and Ungraded 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 by scoring proficient in Mathematics by 06/30/2022 as measured by state assessments.

**Strategy 1:**

Staff will develop, implement, monitor and evaluate the impact of Family Engagement Programs on students' behavioral and academic success. - Staff will develop, implement, monitor and evaluate the impact of Family Engagement Programs on students' behavioral and academic success.

Category: Mathematics

Tier: Tier 1

| Activity - Parent Workshops   | Activity Type      | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------|--------|-----------|------------|------------|-------------------|-------------------|-------------------|
| Support student learning through family workshops (Title I - Parent Engagement, \$32,000; Title III - Family Resource Assistants salary and benefits \$120,500, supplies [hospitality, books \$500]).<br><br>Schools: All Schools | Parent Involvement | Tier 1 | Implement | 09/02/2013 | 06/30/2017 | \$0               | General Fund      | OCI               |

| Activity - Electronic Tools and Media Resources | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
|---|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|

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Warren Consolidated Schools

|  |                      |             |              |                   |                 |                          |                              |                          |
|--|----------------------|-------------|--------------|-------------------|-----------------|--------------------------|------------------------------|--------------------------|
| Parents will have access to district, school and staff websites, Parent Portal, and other multimedia sources to gain information and follow their students' progress.<br><br>Students and families will also have access to online learning programs in order to provide learning at-home opportunities (Title I).<br><br>Schools: All Schools | Parent Involvement   | Tier 1      | Implement    | 09/02/2013        | 06/30/2017      | \$15000                  | Title I Part A, General Fund | OCI                      |
| <b>Activity - Student Achievement</b>  | <b>Activity Type</b> | <b>Tier</b> | <b>Phase</b> | <b>Begin Date</b> | <b>End Date</b> | <b>Resource Assigned</b> | <b>Source Of Funding</b>     | <b>Staff Responsible</b> |
| District staff will celebrate student achievement. District Writing Celebration; recognition at Board of Education meetings; Festival of the Arts.<br><br>Schools: All Schools   | Parent Involvement   | Tier 1      |              | 09/02/2013        | 06/30/2017      | \$0                      | General Fund                 | OCI                      |
| <b>Activity - Student Transition</b>   | <b>Activity Type</b> | <b>Tier</b> | <b>Phase</b> | <b>Begin Date</b> | <b>End Date</b> | <b>Resource Assigned</b> | <b>Source Of Funding</b>     | <b>Staff Responsible</b> |
| Support the successful transition of ELs in the American school system as well as the students from preschool to kindergarten, elementary school to middle school, middle school to high school, and high school to college/career (Title III - Family Resource Assistants).<br><br>Schools: All Schools                                       | Parent Involvement   | Tier 1      | Implement    | 09/02/2013        | 06/30/2017      | \$60000                  | Title III                    | OCI                      |
| <b>Activity - Monitor Family Engagement</b>  | <b>Activity Type</b> | <b>Tier</b> | <b>Phase</b> | <b>Begin Date</b> | <b>End Date</b> | <b>Resource Assigned</b> | <b>Source Of Funding</b>     | <b>Staff Responsible</b> |
| Building staff will monitor family engagement programs using surveys, event attendance, and direct dialogue with families.<br><br>Schools: All Schools   | Monitor              | Tier 1      | Monitor      | 07/01/2014        | 06/30/2017      | \$0                      | General Fund                 | Building Staff           |
| <b>Activity - Evaluate Family Engagement</b>   | <b>Activity Type</b> | <b>Tier</b> | <b>Phase</b> | <b>Begin Date</b> | <b>End Date</b> | <b>Resource Assigned</b> | <b>Source Of Funding</b>     | <b>Staff Responsible</b> |
| Building staff will evaluate the impact of family engagement programs using student achievement data, surveys, event attendance, and direct dialogue with families.<br><br>Schools: All Schools  | Evaluation           | Tier 1      | Evaluate     | 07/01/2014        | 06/30/2017      | \$0                      | General Fund                 | Building Staff           |

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Warren Consolidated Schools

| Activity - McKinney Vento Support  | Activity Type            | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible                          |
|--|--------------------------|--------|-----------|------------|------------|-------------------|-------------------|--|
| Academic and educationally-related support will be provided to students experiencing homelessness. Materials and fees required to fully participate in the educational program as defined by the allowable uses of the Title I set-asides will be provided. Additionally, transportation assistance, once a formerly homeless family becomes permanently housed, will be provided in accordance with legislation in order to maintain continuity of educational programming.<br><br>Schools: All Schools | Academic Support Program | Tier 1 | Implement | 07/01/2015 | 06/30/2017 | \$7500            | Title I Part A    | Homeless Liaison and Title I Administrator |

### Strategy 2:

Tier 1 Professional Learning - District staff will engage in research based professional learning through a job-embedded and support model.

Category: Other - Classroom Instruction

Tier: Tier 1

| Activity - Tier 1 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 Tier I instructional practices through a job-embedded and support model in curriculum, instruction, and assessment. (MTSS Training, CITW Training. Title III - SIOP/Language and Literacy Training).<br><br>Schools: All Schools | Professional Learning | Tier 1 | Implement | 08/04/2014 | 06/30/2017 | \$0               | General Fund      | OCI               |

| Activity - Monitor Tier I Professional Learning  | Activity Type | Tier   | Phase   | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible |
|--|---------------|--------|---------|------------|------------|-------------------|-------------------|-------------------|
| OCI department to monitor professional learning through PD tracker/calendar, administrator walk-throughs/rounds, surveys, and student achievement data (IOWA, DRA, state assessments).<br><br>Schools: All Schools | Monitor       | Tier 1 | Monitor | 07/01/2014 | 06/30/2015 | \$0               | General Fund      | OCI Department    |

| Activity - Evaluate Tier 1 Professional Learning | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
|--|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|

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Warren Consolidated Schools

|   |            |        |          |            |            |     |              |                      |
|---|------------|--------|----------|------------|------------|-----|--------------|----------------------|
| DSIT, with OCI department staff, will evaluate the impact of professional learning on student achievement by reviewing the monitoring artifacts collected (PD tracker/calendar, administrator walk-throughs/rounds summary data), surveys, and student achievement data (IOWA, DRA, state assessments) through the lens of the MDE Program Evaluation Tool. | Evaluation | Tier 1 | Evaluate | 07/01/2014 | 06/30/2017 | \$0 | General Fund | DSIT, OCI Department |
| Schools: All Schools  |            |        |          |            |            |     |              |                      |

### Strategy 3:

Staff will develop, implement, monitor and evaluate the impact of a Multi-Tier System of Support Process and the delivery of Tier 2 and 3 interventions on students' behavioral and academic success. - Staff will develop, implement, monitor and evaluate the impact of a Multi-Tier System of Support Process and the delivery of Tier 2 and 3 interventions on students' behavioral and academic success.

Category: Mathematics

Tier: Tier 3

| Activity - Supplemental Instruction - Extended Time   | Activity Type            | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding         | Staff Responsible                      |
|---|--------------------------|--------|-----------|------------|------------|-------------------|---------------------------|--|
| Title I teachers and paraprofessionals will provide additional, individualized, instruction to identified students in order to strengthen skills in which students have demonstrated deficits according to MEAP, Iowa, DRA and classroom assessments.<br><br>Schools: Holden Elementary School, Susick Elementary School, Grissom Middle School, Wilde Elementary School, Lean Elementary School, Carter Middle School, Black Elementary School, Jefferson Elementary School, Beer Middle School, Willow Woods Elementary School, Siersma Elementary School, Angus Elementary School, Wilkerson Elementary School, Green Acres Elementary School, Cromie Elementary School, Carleton Middle School, Harwood Elementary School | Academic Support Program | Tier 2 | Implement | 09/03/2013 | 06/30/2017 | \$252500          | Title III, Title I Part A | Title I Staff, Building Administrators |

| Activity - Consultation/Coaching  | Activity Type         | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible |
|---|-----------------------|--------|-----------|------------|------------|-------------------|-------------------|-------------------|
| Office of Curriculum and Instruction (OCI) will develop and facilitate consultation/coaching on interventions and instructional strategies for individualized support for students (Title IIA - consultants).<br><br>Schools: All Schools | Professional Learning | Tier 3 | Implement | 09/03/2013 | 06/30/2017 | \$60000           | Title II Part A   | OCI               |

| Activity - Monitor Tier 2/3 Interventions | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
|   |               |      |       |            |          |                   |                   |                   |

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|   |         |        |         |            |            |     |              |                |
|---|---------|--------|---------|------------|------------|-----|--------------|----------------|
| Building staff will monitor interventions using the pre-defined measure of student progress that corresponds to the intervention plans implemented at the building level (ex. AARI, LLI, DRA, Carnegie, EasyCBM). Building staff will share monitoring data at MTSS meetings.<br><br>Schools: All Schools | Monitor | Tier 3 | Monitor | 07/01/2014 | 06/30/2017 | \$0 | General Fund | Building Staff |
|---|---------|--------|---------|------------|------------|-----|--------------|----------------|

| Activity - Evaluate Tier 2/3 Interventions   | Activity Type | Tier   | Phase    | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible |
|--|---------------|--------|----------|------------|------------|-------------------|-------------------|-------------------|
| Building staff will evaluate the impact of interventions on student achievement by reviewing student progress measures appropriate to the intervention implemented (ex. AARI, LLI, DRA, Carnegie, EasyCBM), as well as implementation and perception data through the lens of the MDE Program Evaluation Tool.<br><br>Schools: All Schools | Evaluation    | Tier 3 | Evaluate | 07/01/2014 | 06/30/2017 | \$0               | General Fund      | Building Staff    |

| Activity - Extended Day and Extended Year Programs   | Activity Type            | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding         | Staff Responsible                      |
|--|--------------------------|--------|-----------|------------|------------|-------------------|---------------------------|--|
| Staff will provide tutoring/mentoring in specific skill deficit areas related to mathematics in an extended day or year format (Title I - \$30,000 salary and benefits, \$6,000 supplies; Title III - \$10,000 for salary and benefits, \$5,000 transportation, \$1,000 for supplies).<br><br>Schools: All Schools | Academic Support Program | Tier 3 | Implement | 07/01/2014 | 06/30/2017 | \$52000           | Title III, Title I Part A | Title I Staff, Building Administrators |

| Activity - Supplemental Instruction - Carnegie Cognitive Tutor/Mathia   | Activity Type            | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible                         |
|---|--------------------------|--------|-----------|------------|------------|-------------------|-------------------|---|
| Title I teachers will implement the Carnegie Cognitive Tutor/Mathia program to identified students.<br><br>Schools: Carter Middle School, Grissom Middle School, Beer Middle School, Carleton Middle School | Academic Support Program | Tier 3 | Implement | 07/01/2014 | 06/30/2017 | \$425000          | Title I Part A    | Title I Teachers, Building Administrators |

| Activity - Supplemental Instruction - Corrective Mathematics  | Activity Type            | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible                                    |
|---|--------------------------|--------|-----------|------------|------------|-------------------|-------------------|--|
| Title I Intervention Teacher to provide additional instruction to identified, at-risk students using the Corrective Mathematics Program.<br><br>Schools: Beer Middle School | Academic Support Program | Tier 3 | Implement | 07/01/2014 | 06/30/2017 | \$5000            | Title I Part A    | Title I Intervention Teacher, Building Administrator |



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| Activity - Tier 2/3 Professional Learning  | Activity Type                                   | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible  |
|--|---|--------|-----------|------------|------------|-------------------|-------------------|--|
| <p>Professional learning aligned to building-specific interventions and instructional strategies for individualized support for students, as identified in individual School Improvement Plans (AARI, LLI, Corrective Reading/Mathematics, Working with At-Risk Learners, Designing Skill-Specific Interventions, Student Progress Monitoring, EasyCBM, Implementing MTSS, Carnegie Cognitive Tutor/Mathia) will be supported.</p> <p>Schools: Holden Elementary School, Susick Elementary School, Grissom Middle School, Wilde Elementary School, Lean Elementary School, Carter Middle School, Black Elementary School, Jefferson Elementary School, Beer Middle School, Willow Woods Elementary School, Siersma Elementary School, Angus Elementary School, Wilkerson Elementary School, Green Acres Elementary School, Cromie Elementary School, Carleton Middle School, Harwood Elementary School</p> | Professional Learning                           | Tier 3 | Implement | 07/01/2014 | 06/30/2017 | \$25000           | Title I Part A    | OCI, Building Administrators   |
| Activity - Supplemental Coaching and Instruction for ELs   | Activity Type                                   | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible  |
| <p>Language Acquisition Specialist will provide supplementary content area coaching for teachers regarding Math instruction to ELs at selected schools within a push in/coaching model.</p> <p>Schools: Sterling Heights High School, Black Elementary School, Willow Woods Elementary School, Warren Mott High School, Cromie Elementary School, Harwood Elementary School</p>  | Professional Learning, Academic Support Program | Tier 2 | Implement | 07/01/2015 | 06/30/2017 | \$70000           | Title III         | Language Acquisition Administrator, Principal, Language Acquisition Specialist |
| Activity - Supplemental Collaboration and Intervention Meetings  | Activity Type                                   | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible  |
| <p>Additional time for staff to collaborate regarding effective methods of instruction and assessment and plan for Tier 2 and 3 interventions.</p> <p>Schools: Holden Elementary School, Susick Elementary School, Grissom Middle School, Wilde Elementary School, Lean Elementary School, Carter Middle School, Black Elementary School, Jefferson Elementary School, Beer Middle School, Willow Woods Elementary School, Siersma Elementary School, Angus Elementary School, Wilkerson Elementary School, Green Acres Elementary School, Cromie Elementary School, Carleton Middle School, Harwood Elementary School</p>   | Professional Learning                           | Tier 2 |           | 09/01/2015 | 06/30/2017 | \$10000           | Title I Part A    | Building Principals  |

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Warren Consolidated Schools

| Activity - Continuing Professional Development for ELs  | Activity Type         | Tier   | Phase | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible  |
|---|-----------------------|--------|-------|------------|------------|-------------------|-------------------|--|
| Title III professional development workshops/conferences, mileage and subs (TESOL, MITESOL, MABE, WIDA)<br><br>Schools: All Schools | Professional Learning | Tier 2 |       | 07/01/2015 | 06/30/2017 | \$2500            | Title III         | Language Acquisition Administrator, Language Acquisition Teacher, Language Acquisition Specialist. |

| Activity - Subs for Professional Learning   | Activity Type         | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible                |
|---|-----------------------|--------|-----------|------------|------------|-------------------|-------------------|----------------------------------|
| Subs will be used for the general education teachers to confer with Title III Language Acquisition Specialists. Using Data (WIDA, DRA, Iowa, Summative/Formative Assessments) to make math instructional decisions for ELL's.<br><br>Schools: Sterling Heights High School, Black Elementary School, Willow Woods Elementary School, Warren Mott High School, Cromie Elementary School, Harwood Elementary School | Professional Learning | Tier 2 | Implement | 11/11/2015 | 06/30/2017 | \$30000           | Title III         | Language Acquisition Specialists |

**Strategy 4:**

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:

Tier: Tier 1

| Activity - Priority and Focus Schools' Required Activities | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
|--|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|

## 2016-2017 District Improvement Plan

Warren Consolidated Schools

|   |   |        |           |            |            |     |                |   |
|---|---|--------|-----------|------------|------------|-----|----------------|---|
| District and schools will implement, monitor, and evaluate required MDE and Federal components of priority and focus schools' improvement plans (ex. Data Dialogues, Unpacking Tool, Quarterly Reporting, Focus Schools' Teaching and Learning Reports, Turnaround Self-Assessment, Educational Resources Allocation Self-Assessment, Superintendent Dropout Challenge, ILC and SST meetings, Surveys of Enacted Curriculum). | Implementation,<br>Getting Ready,<br>Evaluation,<br>Monitor | Tier 1 | Implement | 09/01/2015 | 06/30/2017 | \$0 | Title I Part A | OCI Administration; Priority and Focus Schools' staff |
| Schools: Lean Elementary School, Black Elementary School, Grissom Middle School, Beer Middle School, Willow Woods Elementary School, Cousino High School, Warren Mott High School, Green Acres Elementary School, Cromie Elementary School, Carleton Middle School, Harwood Elementary School   |   |        |           |            |            |     |                |   |

| Activity - Process Development: District PD Sessions and Calendar   | Activity Type  | Tier   | Phase         | Begin Date | End Date   | Resource Assigned | Source Of Funding                         | Staff Responsible              |
|---|--|--------|---------------|------------|------------|-------------------|---|--------------------------------|
| Staff will plan Professional Development sessions and Calendar: High-Leverage, Instructional Strategies' PD: PLC process, MTSS process, ILC Process—How to: unpacking standards and development of writing standards-aligned common assessments PD: Data Analysis/Dialogues PD: Tier I Curriculum-What we teach; how we teach PD: Language and Literacy for EL students | Policy and Process,<br>Professional Learning,<br>Getting Ready | Tier 1 | Getting Ready | 09/01/2015 | 06/30/2017 | \$0               | MI-Excel, Title I Part A, Title II Part A | OCI staff and MISD consultants |
| Schools: All Schools  |  |        |               |            |            |                   |   |                                |

| Activity - Revise K-12 Math Curriculum   | Activity Type   | Tier   | Phase         | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible                     |
|--|---|--------|---------------|------------|------------|-------------------|-------------------|---------------------------------------|
| Revise K-12 Math curriculum documents (ex. pacing guides, expectations, district interim assessments, resources, implementation guides and observation look-fors). | Policy and Process,<br>Getting Ready,<br>Curriculum Development | Tier 1 | Getting Ready | 09/01/2015 | 06/30/2017 | \$0               | General Fund      | OCI Administration and District Staff |
| Schools: All Schools   |   |        |               |            |            |                   |                   |                                       |

| Activity - Conduct Pre-PLC and MTSS Staff Survey  | Activity Type  | Tier   | Phase         | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible  |
|---|--|--------|---------------|------------|------------|-------------------|-------------------|--------------------|
| OCI Administration will facilitate Pre-PLC and MTSS Surveys for school SIP teams to complete. | Policy and Process,<br>Professional Learning,<br>Getting Ready | Tier 1 | Getting Ready | 09/01/2015 | 06/30/2017 | \$0               | General Fund      | OCI Administration |
| Schools: All Schools  |  |        |               |            |            |                   |                   |                    |

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Warren Consolidated Schools

| Activity - Process/Policy Development: High-Leverage, Research-based instructional Strategies   | Activity Type  | Tier   | Phase         | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible                     |
|---|--|--------|---------------|------------|------------|-------------------|-------------------|---------------------------------------|
| Develop: MTSS district-school manual, expectations and tools; Balanced Assessment System (ILC) and Calendar; PLC framework, tools and expectations, implementation guides.<br><br>Schools: All Schools  | Policy and Process   | Tier 1 | Getting Ready | 09/01/2015 | 06/30/2017 | \$0               | General Fund      | OCI Division and School teams         |
| Activity - PLC Adult Implementation   | Activity Type  | Tier   | Phase         | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible                     |
| Staff will participate in timely PLC/DSIT meetings following district framework and monitoring tools.<br><br>Schools: All Schools   | Professional Learning, Implementation, Teacher Collaboration                           | Tier 1 | Implement     | 09/01/2015 | 06/30/2017 | \$0               | General Fund      | OCI Administration and district staff |
| Activity - 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 OCI and school administration.<br><br>Schools: All Schools  | Policy and Process, Professional Learning, Walkthrough, Teacher Collaboration, Monitor | Tier 1 | Monitor       | 09/01/2015 | 06/30/2017 | \$0               | General Fund      | OCI Administration and District Staff |
| Activity - Strategy Evaluation: Data Dialogues and Evaluation Documentation   | Activity Type  | Tier   | Phase         | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible                     |
| In order to evaluate the effectiveness of the District Improvement Plan, staff will participate in Data Dialogues: Data analysis of common and state assessments, perception, process/program and demographic data. In addition, staff will complete the AdvancED Self- Assessment, AdvancED Staff and Parent Survey, District ERS/Resource Allocation Report, Post-PLC and MTSS Surveys, and MDE Program Evaluation.<br><br>Schools: All Schools | Policy and Process, Evaluation, Teacher Collaboration                                  | Tier 1 | Evaluate      | 09/01/2015 | 06/30/2017 | \$0               | General Fund      | OCI Administration and District staff |
| Activity - Strategy Monitoring: Common Assessment Review  | Activity Type  | Tier   | Phase         | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible                     |

## 2016-2017 District Improvement Plan

Warren Consolidated Schools

|   |         |        |         |            |            |     |              |           |
|---|---------|--------|---------|------------|------------|-----|--------------|-----------|
| OCI staff will monitor samples of common assessments for review using district rubric and provide feedback to school teams.<br><br>Schools: All Schools | Monitor | Tier 1 | Monitor | 09/01/2015 | 06/30/2017 | \$0 | General Fund | OCI staff |
|---|---------|--------|---------|------------|------------|-----|--------------|-----------|

| Activity - Professional Learning Community Support   | Activity Type         | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding          | Staff Responsible                                |
|--|-----------------------|--------|-----------|------------|------------|-------------------|----------------------------|--|
| Content, Data and Instructional Technology Specialists and Administrator of Language Acquisition (for EL Instruction) will provide ongoing learning and support to professional learning community teams regarding understanding standards; data and artifact analysis and interpretation; selection and implementation of research-based instructional strategies; monitoring of strategy implementation and student progress; and evaluating strategy impact on teaching and learning.<br><br>Schools: All Schools | Professional Learning | Tier 1 | Implement | 09/01/2015 | 06/30/2017 | \$68000           | Title III, Title II Part A | OCI Content Specialists and Administrative Staff |

| Activity - Supplemental Professional Learning  | Activity Type         | Tier   | Phase | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible   |
|--|-----------------------|--------|-------|------------|------------|-------------------|-------------------|---------------------|
| Identified staff will participate in professional learning to strengthen practices in curriculum, instruction, and assessment. Curriculum: Common Core State Standards, aligned to a MTSS (multi-Tier System of Supports) process; Cognitively Impaired (CI) Common Core Essential Elements; Next Generation Science Standards. Instruction: Balanced Literacy; Guided/Balanced Math; McRELs Classroom Instruction That Works (including Bloom's Taxonomy, Webb's Depth of Knowledge Higher Level Thinking); Differentiation (Tier instruction, scaffolded lessons, assistive technology); SIOP (Sheltered Instructional Observation Protocol); Curricular and instructional "look-fors," using classroom observations and walk-throughs. Assessment: Monitoring and evaluation of data including State Summative Assessments (Smarter Balanced, ACT), formative assessments (classroom, local, and state interim), Iowa, and progress monitoring assessments.<br><br>Schools: Holden Elementary School, Susick Elementary School, Grissom Middle School, Wilde Elementary School, Lean Elementary School, Carter Middle School, Black Elementary School, Jefferson Elementary School, Beer Middle School, Willow Woods Elementary School, Siersma Elementary School, Angus Elementary School, Wilkerson Elementary School, Green Acres Elementary School, Cromie Elementary School, Carleton Middle School, Harwood Elementary School | Professional Learning | Tier 2 |       | 09/01/2015 | 06/30/2017 | \$10000           | Title I Part A    | Building Principals |

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

### Measurable Objective 1:

85% of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh, Twelfth, Postsecondary, Adult and Ungraded 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 by scoring proficient in Science by 06/30/2022 as measured by state assessments.

### Strategy 1:

Tier I Professional Learning - Staff will engage in research based professional learning through a job-embedded and support model.

Category: Other - Classroom Instruction

Tier: Tier 1

| Activity - Tier 1 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 Tier I instructional practices through a job-embedded and support model in curriculum, instruction, and assessment. (MTSS Training, CITW Training. Title III - SIOP/Language and Literacy Training).<br><br>Schools: All Schools | Professional Learning | Tier 1 | Implement | 08/04/2014 | 06/30/2017 | \$0               | General Fund      | OCI               |
| Activity - Monitor Tier 1 Professional Learning  | Activity Type         | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible |
| OCI department to monitor professional learning through PD tracker/calendar, administrator walk-throughs/rounds, surveys, and student achievement data (IOWA, DRA, state assessments).<br><br>Schools: All Schools   | Monitor               | Tier 1 | Monitor   | 07/01/2014 | 06/30/2017 | \$0               | General Fund      | OCI Department    |
| Activity - Evaluate Tier 1 Professional Learning   | Activity Type         | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible |

## 2016-2017 District Improvement Plan

Warren Consolidated Schools

|   |            |        |          |            |            |     |              |                      |
|---|------------|--------|----------|------------|------------|-----|--------------|----------------------|
| DSIT, with OCI department staff, will evaluate the impact of professional learning on student achievement by reviewing the monitoring artifacts collected (PD tracker/calendar, administrator walk-throughs/rounds summary data), surveys, and student achievement data (IOWA, DRA, state assessments) through the lens of the MDE Program Evaluation Tool. | Evaluation | Tier 1 | Evaluate | 07/01/2014 | 06/30/2017 | \$0 | General Fund | DSIT, OCI Department |
| Schools: All Schools  |            |        |          |            |            |     |              |                      |

### Strategy 2:

Staff will develop, implement, monitor and evaluate the impact of Family Engagement Programs on students' behavioral and academic success. - Staff will develop, implement, monitor and evaluate the impact of Family Engagement Programs on students' behavioral and academic success.

Category: Science

Tier: Tier 1

| Activity - Electronic Tools and Media Resources   | Activity Type      | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding            | Staff Responsible |
|---|--------------------|--------|-----------|------------|------------|-------------------|------------------------------|-------------------|
| Parents will have access to district, school, and staff websites, Parent Portal, and other multi media resources to gain information and follow their students' progress.<br><br>Students and families will also have access to on-line learning programs in order to provide learning at-home opportunities (Title I). | Parent Involvement | Tier 1 | Implement | 09/03/2013 | 06/30/2017 | \$3000            | Title I Part A, General Fund | OCI               |
| Schools: All Schools  |                    |        |           |            |            |                   |                              |                   |

| Activity - Student Achievement   | Activity Type      | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------|--------|-----------|------------|------------|-------------------|-------------------|-------------------|
| District staff will celebrate student achievement. District Writing Celebration; recognition at Board of Education meetings; Festival of the Arts. | Parent Involvement | Tier 1 | Implement | 09/03/2013 | 06/30/2017 | \$0               | General Fund      | OCI               |
| Schools: All Schools   |                    |        |           |            |            |                   |                   |                   |

| Activity - Parent Workshops   | Activity Type      | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------|--------|-----------|------------|------------|-------------------|-------------------|-------------------|
| Support student learning through family workshops (Title I - Parent Engagement, \$32,000; Title III - Family Resource Assistants salary and benefits \$120,500, supplies [hospitality, books \$500]). | Parent Involvement | Tier 1 | Implement | 09/03/2013 | 06/30/2017 | \$0               | General Fund      | OCI               |
| Schools: All Schools  |                    |        |           |            |            |                   |                   |                   |

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| Activity - Student Transition  | Activity Type      | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------|--------|-----------|------------|------------|-------------------|-------------------|-------------------|
| Support the successful transition of ELs in the American school system as well as the students from preschool to kindergarten, elementary school to middle school, middle school to high school, and high school to college/career (Title III - Family Resource Assistants). | Parent Involvement | Tier 1 | Implement | 09/03/2013 | 06/30/2017 | \$60000           | Title III         | OCI               |
| Schools: All Schools   |                    |        |           |            |            |                   |                   |                   |

| Activity - Monitor Family Engagement   | Activity Type | Tier   | Phase   | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible |
|--|---------------|--------|---------|------------|------------|-------------------|-------------------|-------------------|
| Building staff will monitor family engagement programs using surveys, event attendance, and direct dialogue with families. | Monitor       | Tier 1 | Monitor | 07/01/2014 | 06/30/2017 | \$0               | General Fund      | Building Staff    |
| Schools: All Schools   |               |        |         |            |            |                   |                   |                   |

| Activity - Evaluate Family Engagement   | Activity Type | Tier   | Phase    | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---------------|--------|----------|------------|------------|-------------------|-------------------|-------------------|
| Building staff will evaluate the impact of family engagement programs using student achievement data, surveys, event attendance, and direct dialogue with families. | Evaluation    | Tier 1 | Evaluate | 07/01/2014 | 06/30/2017 | \$0               | General Fund      | Building Staff    |
| Schools: All Schools  |               |        |          |            |            |                   |                   |                   |

### Strategy 3:

Staff will develop, implement, monitor and evaluate the impact of a Multi-Tier System of Support Process and the delivery of Tier 2 and 3 interventions on students' behavioral and academic success. - Staff will develop, implement, monitor and evaluate the impact of a Multi-Tier System of Support Process and the delivery of Tier 2 and 3 interventions on students' behavioral and academic success.

Category: Science

Tier: Tier 3

| Activity - Supplemental Instruction - Extended Time, Extended Day  | Activity Type            | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding         | Staff Responsible                           |
|--|--------------------------|--------|-----------|------------|------------|-------------------|---------------------------|---|
| Supplemental instruction for identified students provided by intervention staff (Title 1A - \$237,500; Title III- \$15,000). | Academic Support Program | Tier 2 | Implement | 09/03/2013 | 06/30/2017 | \$252500          | Title III, Title I Part A | OCI, Title I Staff, Building Administrators |
| Schools: All Schools   |                          |        |           |            |            |                   |                           |   |



## 2016-2017 District Improvement Plan

Warren Consolidated Schools

| Activity - Consultation/Coaching   | Activity Type         | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible  |
|--|-----------------------|--------|-----------|------------|------------|-------------------|-------------------|--|
| Office of Curriculum and Instruction (OCI) to develop and facilitate consultation/coaching on interventions and instructional strategies for individualized support for students (Title IIA - \$60,000).<br><br>Schools: All Schools   | Professional Learning | Tier 3 | Implement | 09/03/2013 | 06/30/2017 | \$60000           | Title II Part A   | OCI  |
| Activity - Monitor Tier 2/3 Interventions  | 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 plans implemented at the building level (ex. AARI, LLI, DRA, Carnegie, EasyCBM). Building staff will share monitoring data at MTSS meetings.<br><br>Schools: All Schools                                  | Monitor               | Tier 3 | Monitor   | 07/01/2014 | 06/30/2017 | \$0               | General Fund      | Building Staff   |
| Activity - Evaluate Tier 2/3 Interventions   | Activity Type         | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible  |
| Building staff will evaluate the impact of interventions on student achievement by reviewing student progress measures appropriate to the intervention implemented (ex. AARI, LLI, DRA, Carnegie, EasyCBM), as well as implementation and perception data through the lens of the MDE Program Evaluation Tool.<br><br>Schools: All Schools | Evaluation            | Tier 3 | Evaluate  | 07/01/2014 | 06/30/2017 | \$0               | General Fund      | Building Staff   |
| Activity - Continuing Professional Development for ELs   | Activity Type         | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible  |
| Title III professional development workshops/conferences, mileage and subs (TESOL, MITESOL, MABE, WIDA)<br><br>Schools: All Schools  | Professional Learning | Tier 2 | Implement | 07/01/2015 | 06/30/2017 | \$2500            | Title III         | Language Acquisition Administrator, Language Acquisition Teacher, Language Acquisition Specialist. |

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Warren Consolidated Schools

| Activity - Subs for Professional Learning   | Activity Type         | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible                |
|---|-----------------------|--------|-----------|------------|------------|-------------------|-------------------|----------------------------------|
| <p>Subs will be used for the general education teachers to confer with Title III Language Acquisition Specialists. Using Data (WIDA, DRA, Iowa, Summative/Formative Assessments) to make ELA and Writing instructional decisions for ELL's.</p> <p>Schools: Sterling Heights High School, Black Elementary School, Willow Woods Elementary School, Warren Mott High School, Cromie Elementary School, Harwood Elementary School</p> | Professional Learning | Tier 2 | Implement | 11/11/2015 | 06/30/2017 | \$30000           | Title III         | Language Acquisition Specialists |

### Strategy 4:

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:

Tier: Tier 1

| Activity - Priority and Focus Schools' Required Activities  | Activity Type                                      | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible                                     |
|---|--|--------|-----------|------------|------------|-------------------|-------------------|---|
| <p>District and schools will implement, monitor, and evaluate required MDE and Federal components of priority and focus schools' improvement plans (ex. Data Dialogues, Unpacking Tool, Quarterly Reporting, Focus Schools' Teaching and Learning Reports, Turnaround Self-Assessment, Educational Resources Allocation Self-Assessment, Superintendent Dropout Challenge, ILC and SST meetings, Surveys of Enacted Curriculum).</p> <p>Schools: Lean Elementary School, Black Elementary School, Grissom Middle School, Beer Middle School, Willow Woods Elementary School, Cousino High School, Warren Mott High School, Green Acres Elementary School, Cromie Elementary School, Carleton Middle School, Harwood Elementary School</p> | Implementation, Getting Ready, Evaluation, Monitor | Tier 1 | Implement | 09/01/2015 | 06/30/2017 | \$0               | Title I Part A    | OCI Administration; Priority and Focus Schools' staff |

| Activity - Process Development: District PD Sessions and Calendar | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
|---|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|

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Warren Consolidated Schools

|   |  |             |               |                   |                 |                          |                           |                                       |
|---|--|-------------|---------------|-------------------|-----------------|--------------------------|---------------------------|---------------------------------------|
| Staff will plan Professional Development sessions and Calendar:<br>High-Leverage, Instructional Strategies' PD: PLC process, MTSS process, ILC Process—How to: unpacking standards and development of writing standards-aligned common assessments<br><br>PD: Data Analysis/Dialogues<br>PD: Tier I Curriculum-What we teach; how we teach<br>PD: Language and Literacy for EL students<br><br>Schools: All Schools | Policy and Process, Professional Learning, Getting Ready     | Tier 1      | Getting Ready | 09/01/2015        | 06/30/2017      | \$0                      | Title II Part A, MI-Excel | OCI staff and MISD consultants        |
| <b>Activity - Conduct Pre-PLC and MTSS Staff Survey</b>   | <b>Activity Type</b>   | <b>Tier</b> | <b>Phase</b>  | <b>Begin Date</b> | <b>End Date</b> | <b>Resource Assigned</b> | <b>Source Of Funding</b>  | <b>Staff Responsible</b>              |
| OCI Administration will facilitate Pre-PLC and MTSS Surveys for school SIP teams to complete.<br><br>Schools: All Schools   | Policy and Process, Getting Ready                            | Tier 1      | Getting Ready | 09/01/2015        | 06/30/2017      | \$0                      | General Fund              | OCI Administration                    |
| <b>Activity - Process/Policy Development: High-Leverage, Research-based instructional Strategies</b>  | <b>Activity Type</b>   | <b>Tier</b> | <b>Phase</b>  | <b>Begin Date</b> | <b>End Date</b> | <b>Resource Assigned</b> | <b>Source Of Funding</b>  | <b>Staff Responsible</b>              |
| Develop: MTSS district-school manual, expectations and tools; Balanced Assessment System (ILC) and Calendar; PLC framework, tools and expectations, implementation guides.<br><br>Schools: All Schools  | Policy and Process, Getting Ready                            | Tier 1      | Getting Ready | 09/01/2015        | 06/30/2017      | \$0                      | General Fund              | OCI Division and School teams         |
| <b>Activity - PLC Adult Implementation</b>  | <b>Activity Type</b>   | <b>Tier</b> | <b>Phase</b>  | <b>Begin Date</b> | <b>End Date</b> | <b>Resource Assigned</b> | <b>Source Of Funding</b>  | <b>Staff Responsible</b>              |
| Staff will participate in timely PLC/DSIT meetings following district framework and monitoring tools.<br><br>Schools: All Schools   | Professional Learning, Implementation, Teacher Collaboration | Tier 1      | Implement     | 09/01/2015        | 06/30/2017      | \$0                      | General Fund              | OCI Administration and district staff |
| <b>Activity - Strategy Monitoring: Administrator/Peer Observation/Walkthroughs</b>  | <b>Activity Type</b>   | <b>Tier</b> | <b>Phase</b>  | <b>Begin Date</b> | <b>End Date</b> | <b>Resource Assigned</b> | <b>Source Of Funding</b>  | <b>Staff Responsible</b>              |

## 2016-2017 District Improvement Plan

Warren Consolidated Schools

|  |  |             |              |                   |                 |                          |                            |  |
|--|--|-------------|--------------|-------------------|-----------------|--------------------------|----------------------------|--|
| Adult implementation of strategy will be monitored through Administrator/Peer Observation/Walk-throughs, PLC documentation collection and review by OCI and school administration.<br><br>Schools: All Schools   | Policy and Process, Professional Learning, Walkthrough, Teacher Collaboration, Monitor | Tier 1      | Monitor      | 09/01/2015        | 06/30/2017      | \$0                      | General Fund               | OCI Administration and District Staff            |
| <b>Activity - Strategy Evaluation: Data Dialogues and Evaluation Documentation</b>   | <b>Activity Type</b>   | <b>Tier</b> | <b>Phase</b> | <b>Begin Date</b> | <b>End Date</b> | <b>Resource Assigned</b> | <b>Source Of Funding</b>   | <b>Staff Responsible</b>                         |
| In order to evaluate the effectiveness of the District Improvement Plan, staff will participate in Data Dialogues: Data analysis of common and state assessments, perception, process/program and demographic data. In addition, staff will complete the AdvancED Self-Assessment, AdvancED Staff and Parent Survey, District ERS/Resource Allocation Report, Post-PLC and MTSS Surveys, and MDE Program Evaluation.<br><br>Schools: All Schools   | Policy and Process, Evaluation, Teacher Collaboration                                  | Tier 1      | Evaluate     | 09/01/2015        | 06/30/2017      | \$0                      | General Fund               | OCI Administration and District staff            |
| <b>Activity - Strategy Monitoring: Common Assessment Review</b>  | <b>Activity Type</b>   | <b>Tier</b> | <b>Phase</b> | <b>Begin Date</b> | <b>End Date</b> | <b>Resource Assigned</b> | <b>Source Of Funding</b>   | <b>Staff Responsible</b>                         |
| OCI staff will monitor samples of common assessments for review using district rubric and provide feedback to school teams.<br><br>Schools: All Schools  | Monitor  | Tier 1      | Monitor      | 09/01/2015        | 06/30/2017      | \$0                      | General Fund               | OCI staff  |
| <b>Activity - Professional Learning Community Support</b>  | <b>Activity Type</b>   | <b>Tier</b> | <b>Phase</b> | <b>Begin Date</b> | <b>End Date</b> | <b>Resource Assigned</b> | <b>Source Of Funding</b>   | <b>Staff Responsible</b>                         |
| Content, Data and Instructional Technology Specialists and Administrator of Language Acquisition (for EL Instruction) will provide ongoing learning and support to professional learning community teams regarding understanding standards; data and artifact analysis and interpretation; selection and implementation of research-based instructional strategies; monitoring of strategy implementation and student progress; and evaluating strategy impact on teaching and learning.<br><br>Schools: All Schools | Professional Learning  | Tier 1      | Implement    | 07/01/2015        | 06/30/2017      | \$62000                  | Title III, Title II Part A | OCI Content Specialists and Administrative Staff |

## Goal 4: Promote College and Career Readiness by increasing achievement in Social Studies for all students.

## 2016-2017 District Improvement Plan

Warren Consolidated Schools

### Measurable Objective 1:

85% of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh, Twelfth, Postsecondary, Adult and Ungraded 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 in Gr. 6 & 9 in Social Studies by 06/30/2022 as measured by state assessments.

### Strategy 1:

Tier 1 Professional Learning - District staff will engage in research-based professional learning through a job-embedded and support model.

Category: Other - Classroom Instruction

Tier: Tier 1

| Activity - Tier 1 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 Tier I instructional practices through a job-embedded and support model in curriculum, instruction, and assessment. (MTSS Training, CITW Training. Title III - SIOP/Language and Literacy Training).  | Professional Learning | Tier 1 | Implement | 08/04/2014 | 06/30/2017 | \$0               | General Fund      | OCI                  |
| Schools: All Schools  |                       |        |           |            |            |                   |                   |                      |
| Activity - Monitor Tier 1 Professional Learning   | Activity Type         | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible    |
| OCI department to monitor professional learning through PD tracker/calendar, administrator walk-throughs/rounds, surveys, and student achievement data (IOWA, DRA, state assessments).  | Monitor               | Tier 1 | Monitor   | 07/01/2014 | 06/30/2017 | \$0               | General Fund      | OCI Department       |
| Schools: All Schools  |                       |        |           |            |            |                   |                   |                      |
| Activity - Evaluate Tier 1 Professional Learning  | Activity Type         | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible    |
| DSIT, with OCI department staff, will evaluate the impact of professional learning on student achievement by reviewing the monitoring artifacts collected (PD tracker/calendar, administrator walk-throughs/rounds summary data), surveys, and student achievement data (IOWA, DRA, state assessments) through the lens of the MDE Program Evaluation Tool. | Evaluation            | Tier 1 | Evaluate  | 07/01/2014 | 06/30/2017 | \$0               | General Fund      | DSIT, OCI Department |
| Schools: All Schools  |                       |        |           |            |            |                   |                   |                      |

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### Strategy 2:

Staff will develop, implement, monitor and evaluate the impact of Family Engagement Programs on students' behavioral and academic success. - Staff will develop, implement, monitor and evaluate the impact of Family Engagement Programs on students' behavioral and academic success.

Category: Social Studies

Tier: Tier 1

| Activity - Electronic Tools and Media Resources   | Activity Type      | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding            | Staff Responsible |
|---|--------------------|--------|-----------|------------|------------|-------------------|------------------------------|-------------------|
| <p>Parents will have access to district, school, and staff websites, Parent Portal, and other multimedia resources to gain information and follow their students' progress.</p> <p>Students and families will also have access to on-line learning programs in order to provide learning at-home opportunities (Title I).</p> <p>Schools: All Schools</p> | Parent Involvement | Tier 1 | Implement | 09/02/2013 | 06/30/2017 | \$3000            | General Fund, Title I Part A | OCI               |
| Activity - Student Achievement  | Activity Type      | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding            | Staff Responsible |
| <p>District staff will celebrate student achievement. District Writing Celebration; recognition at Board of Education meetings; Festival of the Arts.</p> <p>Schools: All Schools</p>   | Parent Involvement | Tier 1 | Implement | 09/02/2013 | 06/30/2017 | \$0               | General Fund                 | OCI               |
| Activity - Parent Workshops   | Activity Type      | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding            | Staff Responsible |
| <p>Support student learning through family workshops (Title I - Parent Engagement, \$32,000; Title III - Family Resource Assistants salary and benefits \$120,500, supplies [hospitality, books \$500]).</p> <p>Schools: All Schools</p>  | Parent Involvement | Tier 1 | Implement | 09/02/2013 | 06/30/2017 | \$500             | Title III                    | OCI               |
| Activity - Student Transition   | Activity Type      | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding            | Staff Responsible |

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|--|--------------------|--------|-----------|------------|------------|---------|-----------|-----|
| Support the successful transition of ELs in the American school system as well as the students from preschool to kindergarten, elementary school to middle school, middle school to high school, and high school to college/career (Title III - Family Resource Assistants). | Parent Involvement | Tier 1 | Implement | 09/02/2013 | 06/30/2017 | \$60000 | Title III | OCI |
| Schools: All Schools   |                    |        |           |            |            |         |           |     |

| Activity - Monitor Family Engagement   | Activity Type | Tier   | Phase   | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible |
|--|---------------|--------|---------|------------|------------|-------------------|-------------------|-------------------|
| Building staff will monitor family engagement programs using surveys, event attendance, and direct dialogue with families. | Monitor       | Tier 1 | Monitor | 07/01/2014 | 06/30/2017 | \$0               | General Fund      | Building Staff    |
| Schools: All Schools   |               |        |         |            |            |                   |                   |                   |

| Activity - Evaluate Family Engagement   | Activity Type | Tier   | Phase    | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---------------|--------|----------|------------|------------|-------------------|-------------------|-------------------|
| Building staff will evaluate the impact of family engagement programs using student achievement data, surveys, event attendance, and direct dialogue with families. | Evaluation    | Tier 1 | Evaluate | 07/01/2014 | 06/30/2017 | \$0               | General Fund      | Building Staff    |
| Schools: All Schools  |               |        |          |            |            |                   |                   |                   |

### Strategy 3:

Staff will develop, implement, monitor and evaluate the impact of a Multi-Tier System of Support Process and the delivery of Tier 2 and 3 interventions on students' behavioral and academic success. - Staff will develop, implement, monitor and evaluate the impact of a Multi-Tier System of Support Process and the delivery of Tier 2 and 3 interventions on students' behavioral and academic success.

Category: Social Studies

Tier: Tier 3

| Activity - Supplemental Instruction - Extended Time, Extended Day  | Activity Type            | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding         | Staff Responsible                           |
|--|--------------------------|--------|-----------|------------|------------|-------------------|---------------------------|---|
| Supplemental instruction for identified students provided by intervention staff (Title 1A- \$237,500; Title III - \$15,000). | Academic Support Program | Tier 2 | Implement | 09/03/2013 | 06/30/2017 | \$252500          | Title III, Title I Part A | OCI, Title I Staff, Building Administrators |
| Schools: All Schools   |                          |        |           |            |            |                   |                           |   |

| Activity - Consultation/Coaching | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|----------------------------------|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
|----------------------------------|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|

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| Office of Curriculum and Instruction (OCI) to develop and facilitate consultation/coaching on interventions and instructional strategies for individualized support for students (Title IIA- consultants).<br><br>Schools: All Schools   | Professional Learning | Tier 3      | Implement    | 09/03/2013        | 06/30/2017      | \$60000                  | Title II Part A          | OCI  |
| <b>Activity - Monitor Tier 2/3 Interventions</b>   | <b>Activity Type</b>  | <b>Tier</b> | <b>Phase</b> | <b>Begin Date</b> | <b>End Date</b> | <b>Resource Assigned</b> | <b>Source Of Funding</b> | <b>Staff Responsible</b>   |
| Building staff will monitor interventions using the pre-defined measure of student progress that corresponds to the intervention plans implemented at the building level (ex. AARI, LLI, DRA, Carnegie, EasyCBM). Building staff will share monitoring data at MTSS meetings.<br><br>Schools: All Schools                                  | Monitor               | Tier 3      | Monitor      | 07/01/2014        | 06/30/2017      | \$0                      | General Fund             | Building Staff   |
| <b>Activity - Evaluate Tier 2/3 Interventions</b>  | <b>Activity Type</b>  | <b>Tier</b> | <b>Phase</b> | <b>Begin Date</b> | <b>End Date</b> | <b>Resource Assigned</b> | <b>Source Of Funding</b> | <b>Staff Responsible</b>   |
| Building staff will evaluate the impact of interventions on student achievement by reviewing student progress measures appropriate to the intervention implemented (ex. AARI, LLI, DRA, Carnegie, EasyCBM), as well as implementation and perception data through the lens of the MDE Program Evaluation Tool.<br><br>Schools: All Schools | Evaluation            | Tier 3      | Evaluate     | 07/01/2014        | 06/30/2017      | \$0                      | General Fund             | Building Staff   |
| <b>Activity - Continuing Professional Development for ELs</b>  | <b>Activity Type</b>  | <b>Tier</b> | <b>Phase</b> | <b>Begin Date</b> | <b>End Date</b> | <b>Resource Assigned</b> | <b>Source Of Funding</b> | <b>Staff Responsible</b>   |
| Title III professional development workshops/conferences, mileage and subs (TESOL, MITESOL, MABE, WIDA)<br><br>Schools: All Schools  | Professional Learning | Tier 2      | Implement    | 07/01/2015        | 06/30/2017      | \$2500                   | Title III                | Language Acquisition Administrator,<br>Language Acquisition Teacher,<br>Language Acquisition Specialist. |
| <b>Activity - Subs for Professional Learning</b>   | <b>Activity Type</b>  | <b>Tier</b> | <b>Phase</b> | <b>Begin Date</b> | <b>End Date</b> | <b>Resource Assigned</b> | <b>Source Of Funding</b> | <b>Staff Responsible</b>   |



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| Subs will be used for the general education teachers to confer with Title III Language Acquisition Specialists. Using Data (WIDA, DRA, Iowa, Summative/Formative Assessments) to make ELA and Writing instructional decisions for ELL's.<br><br>Schools: Sterling Heights High School, Black Elementary School, Willow Woods Elementary School, Warren Mott High School, Cromie Elementary School, Harwood Elementary School | Professional Learning | Tier 2 | Implement | 11/11/2015 | 06/30/2017 | \$30000 | Title III | Language Acquisition Specialists |
|--|-----------------------|--------|-----------|------------|------------|---------|-----------|----------------------------------|

### Strategy 4:

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:

Tier: Tier 1

| Activity - Priority and Focus Schools' Required Activities   | Activity Type   | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible                                     |
|--|---|--------|-----------|------------|------------|-------------------|-------------------|---|
| District and schools will implement, monitor, and evaluate required MDE and Federal components of priority and focus schools' improvement plans (ex. Data Dialogues, Unpacking Tool, Quarterly Reporting, Focus Schools' Teaching and Learning Reports, Turnaround Self-Assessment, Educational Resources Allocation Self-Assessment, Superintendent Dropout Challenge, ILC and SST meetings, Surveys of Enacted Curriculum).<br><br>Schools: Lean Elementary School, Black Elementary School, Grissom Middle School, Beer Middle School, Willow Woods Elementary School, Cousino High School, Warren Mott High School, Green Acres Elementary School, Cromie Elementary School, Carleton Middle School, Harwood Elementary School | Policy and Process, Professional Learning, Implementation, Getting Ready, Evaluation, Monitor | Tier 1 | Implement | 09/01/2015 | 06/30/2017 | \$0               | Title I Part A    | OCI Administration; Priority and Focus Schools' Staff |

| Activity - Process Development: District PD Sessions and Calendar | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
|---|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|

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|---|--|-------------|---------------|-------------------|-----------------|--------------------------|---|---------------------------------------|
| Staff will plan Professional Development sessions and Calendar:<br>High-Leverage, Instructional Strategies' PD: PLC process, MTSS process, ILC Process—How to: unpacking standards and development of writing standards-aligned common assessments<br><br>PD: Data Analysis/Dialogues<br>PD: Tier I Curriculum-What we teach; how we teach<br>PD: Language and Literacy for EL students<br><br>Schools: All Schools | Policy and Process, Professional Learning, Getting Ready     | Tier 1      | Getting Ready | 09/01/2015        | 06/30/2017      | \$0                      | MI-Excel, Title I Part A, Title II Part A | OCI Staff and MISD Consultants        |
| <b>Activity - Conduct Pre-PLC and MTSS Staff Survey</b>   | <b>Activity Type</b>   | <b>Tier</b> | <b>Phase</b>  | <b>Begin Date</b> | <b>End Date</b> | <b>Resource Assigned</b> | <b>Source Of Funding</b>                  | <b>Staff Responsible</b>              |
| OCI Administration will facilitate Pre-PLC and MTSS Surveys for school SIP teams to complete.<br><br>Schools: All Schools   | Policy and Process, Professional Learning, Getting Ready     | Tier 1      | Getting Ready | 09/01/2015        | 06/30/2017      | \$0                      | General Fund                              | OCI Administration                    |
| <b>Activity - Process/Policy Development: High-Leverage, Research-based instructional Strategies</b>  | <b>Activity Type</b>   | <b>Tier</b> | <b>Phase</b>  | <b>Begin Date</b> | <b>End Date</b> | <b>Resource Assigned</b> | <b>Source Of Funding</b>                  | <b>Staff Responsible</b>              |
| Develop: MTSS district-school manual, expectations and tools; Balanced Assessment System (ILC) and Calendar; PLC framework, tools and expectations, implementation guides.<br><br>Schools: All Schools  | Policy and Process, Getting Ready                            | Tier 1      | Getting Ready | 09/01/2015        | 06/30/2017      | \$0                      | General Fund                              | OCI Division and School teams         |
| <b>Activity - PLC Adult Implementation</b>  | <b>Activity Type</b>   | <b>Tier</b> | <b>Phase</b>  | <b>Begin Date</b> | <b>End Date</b> | <b>Resource Assigned</b> | <b>Source Of Funding</b>                  | <b>Staff Responsible</b>              |
| Staff will participate in timely PLC/DSIT meetings following district framework and monitoring tools.<br><br>Schools: All Schools   | Professional Learning, Implementation, Teacher Collaboration | Tier 1      | Implement     | 09/01/2015        | 06/30/2017      | \$0                      | General Fund                              | OCI Administration and district staff |
| <b>Activity - Strategy Monitoring: Administrator/Peer Observation/Walkthroughs</b>  | <b>Activity Type</b>   | <b>Tier</b> | <b>Phase</b>  | <b>Begin Date</b> | <b>End Date</b> | <b>Resource Assigned</b> | <b>Source Of Funding</b>                  | <b>Staff Responsible</b>              |

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|  |                                   |             |              |                   |                 |                          |                           |  |
|--|-----------------------------------|-------------|--------------|-------------------|-----------------|--------------------------|---------------------------|--|
| Adult implementation of strategy will be monitored through Administrator/Peer Observation/Walk-throughs, PLC documentation collection and review by OCI and school administration.<br><br>Schools: All Schools   | Walkthrough, Monitor              | Tier 1      | Monitor      | 09/01/2015        | 06/30/2017      | \$0                      | General Fund              | OCI Administration and District Staff      |
| <b>Activity - Strategy Evaluation: Data Dialogues and Evaluation Documentation</b>   | <b>Activity Type</b>              | <b>Tier</b> | <b>Phase</b> | <b>Begin Date</b> | <b>End Date</b> | <b>Resource Assigned</b> | <b>Source Of Funding</b>  | <b>Staff Responsible</b>                   |
| In order to evaluate the effectiveness of the District Improvement Plan, staff will participate in Data Dialogues: Data analysis of common and state assessments, perception, process/program and demographic data. In addition, staff will complete the AdvancED Self- Assessment, AdvancED Staff and Parent Survey, District ERS/Resource Allocation Report, Post-PLC and MTSS Surveys, and MDE Program Evaluation.<br><br>Schools: All Schools  | Evaluation, Teacher Collaboration | Tier 1      | Evaluate     | 09/01/2015        | 06/30/2017      | \$0                      | General Fund              | OCI Administration and District Staff      |
| <b>Activity - Strategy Monitoring: Common Assessment Review</b>  | <b>Activity Type</b>              | <b>Tier</b> | <b>Phase</b> | <b>Begin Date</b> | <b>End Date</b> | <b>Resource Assigned</b> | <b>Source Of Funding</b>  | <b>Staff Responsible</b>                   |
| OCI staff will monitor samples of common assessments for review using district rubric and provide feedback to school teams.<br><br>Schools: All Schools  | Monitor                           | Tier 1      | Monitor      | 09/01/2015        | 06/30/2017      | \$0                      | General Fund              | OCI Staff                                  |
| <b>Activity - Professional Learning Community Support</b>  | <b>Activity Type</b>              | <b>Tier</b> | <b>Phase</b> | <b>Begin Date</b> | <b>End Date</b> | <b>Resource Assigned</b> | <b>Source Of Funding</b>  | <b>Staff Responsible</b>                   |
| Content, Data and Instructional Technology Specialists (CITS), Administrator of Language Acquisition (for EL Instruction), and/or MISD staff, will provide ongoing learning and support to professional learning community teams regarding understanding standards; data and artifact analysis and interpretation; selection and implementation of research-based instructional strategies; monitoring of strategy implementation and student progress; and evaluating strategy impact on teaching and learning.<br><br>Schools: All Schools | Professional Learning             | Tier 1      | Implement    | 07/01/2015        | 06/30/2017      | \$60000                  | MI-Excel, Title II Part A | OCI CITS, Administrative Staff, MISD Staff |