



School Improvement Plan

Warren Mott High School

Warren Consolidated Schools

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Introduction

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

Executive Summary

Introduction

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

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

Description of the School

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

Warren Mott High School is home to 1769 students. It is in Warren, MI, located four miles north of Detroit. Due to our location, we have many school of choice students coming to us from Detroit. Warren is a community very heavily based in manufacturing. Our community was hit hard by the change in economy. Seventy percent of our students receive free and reduced lunch. Sixteen percent of our students are Asian American and 15% of our students are African American. Along with this, we have a large population of students who are Arabic. These are not included on the ethnicity survey. At Warren Mott High School 26% of the students are English Language Learners.

School's Purpose

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

Mission Statement: At Warren Mott High School we are a teaching and learning community devoted to providing the tools to acquire knowledge, mastering skills for success in a changing world, and encouraging an appreciation for learning for a lifetime. We believe: we are all teachers and learners, everyone is accountable, we provide a nurturing setting that is essential for learning, that learning is exciting, that self-discipline leads to success, and that everyone is needed and important. We value: respect for self and others, diversity and unity, new ideas and strategies, a safe environment, active and productive citizens, honesty and integrity, and have pride in who we are and what we do. Our school slogan is: Founded on tradition and pride...focused on excellence. We have clear expectations for all students. Each semester begins with class meetings to review expectations for all students. Throughout each semester students are given P.R.I.D.E. (Prepared, Respectful, Integrity, Determined, Enthusiastic) expectations that are reviewed via mini-lessons in class and on the daily announcements. We offer 16 Advanced Placement courses for students to earn college credit. We offer Winning Futures mentorships and student mentorships through Link Crew. We have roughly 55 opportunities for extra-curricular involvement.

Notable Achievements and Areas of Improvement

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

Warren Mott High School notable achievements include:

*Warren Mott Legacy Program

*Academic Support Classes in Reading and Mathematics

*3rd Annual Women in Sports Event

*Positive Behavior Interventions and Support - PBIS Committee formed and trained with creation and implementation of new referral process and form

*College Application Week

*ELL Tutoring and academic support after school

*Science Olympiad State Finalist

*US News and World Report Best High Schools Silver Rating 2014

*US News and World Report Best High Schools Bronze Rating 2015

*US News and World Report Best High Schools Bronze Rating 2016

Warren Mott is striving to:

*Implement more academic interventions

*Create 21st century learners

*More data-driven decisions driving the school

*More extra-curricular opportunities for our students

Additional Information

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

The Warren Mott High School staff looks forward to working with parents and the community to provide another year of educational opportunities along with the type of education which enables our students to have the courage and academic understanding to strive towards any goal, and overcome any challenge to their individual dreams for the future. The first challenge for students attending Warren Mott High School this school year is to display consistent commitment to completing the hard work it takes to achieve the goals that often seem out of reach. Developing courage and backing it with hard work will help all students to have confidence in their abilities. This will enable them to be successful and proud of their accomplishments. It takes P.R.I.D.E. to be successful. The students at Warren Mott High School will know what P.R.I.D.E. means: Prepared - Respectful - Involved - Determined - & Enthusiastic.

The world has changed. As the class of 2020 enters Warren Mott High School this fall and the seniors of the class of 2017 make final preparations for take-off, very little in education or in our world is like it was even five years ago. Those changes have been profound, especially for our children. Access to information and technology has created a market for cell phones, ipods, and social media. However, technology has also shrunken the globe. Warren Mott graduates are literally competing with students around the world. Our challenge is to ready them for that world; a world difficult to see in the future.

We promise to continue to work diligently with parents and faculty in an atmosphere that promotes a learning community characterized by student centered instruction and decisions, academic excellence, trust, respect, community involvement, excellent communications, and recognition of both student and staff achievement. We're committed to working in collaboration with all stakeholders to continue to develop and implement this shared vision.

Improvement Plan Stakeholder Involvement

Introduction

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

Improvement Planning Process

Improvement Planning Process

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

WEA staff nominated and voted on which teachers will represent them on the School Improvement Team. The team size varies but is typically five to seven teachers. The elected members determined roles such as chairperson and secretary as well as developed a schedule of meeting dates throughout the year. The team decided that during the school day was the most productive and subs were provided for release time to accomplish the SIP tasks. In order to build stakeholders into the SIP process, the SIP team used surveys, PLC meetings, and informal consultations.

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

Concerning the teaching staff, each PLC group has a liaison and a secretary. The liaison is responsible for reporting any progress or concerns of the PLC to the SIP team and administration. The secretary is responsible for posting all relevant information on Blackboard. The teaching staff has the ability to access the Blackboard submissions of the SIP team and of every PLC for information and ideas. Parents were surveyed during parent-teacher conferences. The primary team of administrators and the SIP team analyze and interpret data, establish annual goals and objectives and monitor progress.

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

Stakeholders see a presentation at the beginning of the school year summarizing progress from the previous plan and the goals for the upcoming year. Progress towards SIP goals is communicated to all staff through staff meetings, school-wide professional development, and district provided PLC.

School Data Analysis

Introduction

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

Demographic Data

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

Student Demographic Data

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

With a continued decrease in enrollment, the biggest challenge we face is a decrease in resources to address the needs of our diverse student body. We are also seeing an increase in our population of ELL students which presents challenges due to scaled back resources.

Student Demographic Data

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

As our attendance rate is slightly increasing, we are still seeing a large number of students defined as chronically absent. This has a direct impact on our student achievement data.

Student Demographic Data

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

The overall trend that we see is that discipline referrals are down, especially within the area of physical altercations. While this is a positive trend, one area of needed improvement is student tardiness. Our challenge is to keep improving in the area of student discipline and specifically target student tardiness with alternative approaches to discipline.

Student Demographic Data

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

As a school, we are launching St. John's Health Clinic which will help address some of the behavioral and health needs of our students. We are also in the process of formulating a truancy and educational neglect plan which will help reduce the number of students who are classified as chronically absent. We believe that in order to increase student achievement, we must have regular attendance patterns for all of our students.

Teacher/School Leader(s) Demographic Data

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

Within our staff, the majority of members are within the prime of their careers. There is a sense of urgency to improve the teaching and learning process. Our experience tells us that collaboration of best practices is essential to raising student achievement. We have embraced
SY 2016-2017

this idea and are on the path to making it consistent across all classrooms.

Teacher/School Leader(s) Demographic Data

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

The majority of our staff consists of veteran teachers. These teachers provide a wealth of knowledge and experience within their content area. However, with our changing demographics, this sometimes presents issues as well. We would benefit from additional professional development centered around culturally competent teaching practices as it pertains to the changing demographics of our school.

Teacher/School Leader(s) Demographic Data

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

This has not been an issue as our administrative absences have been minimal.

Teacher/School Leader(s) Demographic Data

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

Teacher absences, regardless of reason, have a direct impact on student achievement. This proves to be a struggle because a majority of professional development is offered only during the day. It also affects our students having a common experience across the content areas which creates gaps in student learning.

Teacher/School Leader(s) Demographic Data

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

Most of these challenges will need to be addressed by higher administration.

Process Data

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

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

The two standards that stand out as strengths are governance/leadership and teaching/assessing for learning. One specific indicator is that our leadership and staff align their decisions and actions toward continuous improvement to achieve the school's purpose. Another strong indicator is that teachers plan and use instructional strategies that allow for student collaboration, self-reflection and development of critical thinking skills.

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

Our biggest challenge continues to be using results for improvement in student success. In addition to needing time to analyze the data, the data collected needs to have value. A structure needs to be put in place to allow this process to occur.

12. How might these challenges impact student achievement?

Without collecting and analyzing valuable data, instructional practices tend to remain stagnant.

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

Upon creation of a structured data analysis implementation plan, all stakeholders must be accountable to the process.

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

Warren Mott High School offers a multi-tiered system of supports to all students, including those with disabilities.

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

Warren Mott High School offers dual enrollment opportunities for courses that we do not offer. Additionally, we offer early college opportunities to students. We also offer cooperative learning and other CTE opportunities. The district offers online courses for credit recovery or for additional support. We also offer a year round credit recovery to mirror the four quarters of the school year within the school.

These opportunities are offered to students of all grade levels.

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

The Warren Mott High School counseling department routinely meets with all students to chart academic progress toward graduation requirements and offers extended learning opportunities as needed. Parents are notified by the counseling department. We also maintain a counseling webpage which communicates employment opportunities, internships, and summer academic camps.

Warren Mott High School also partners with Wayne State University's C2 Pipeline program which is a mentoring / STEM after-school enrichment program that is open to our entire student body.

Parents are notified of these opportunities through the school website, robo-calls, remind texts, and a parent newsletter.

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

Warren Mott High School follows the Warren Consolidated Schools board approved curriculum, which has been aligned to the state content standards, as well as common core standards. This curriculum includes course essential outcomes, curriculum maps and pacing guides.

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

This year we used the Michigan Youth Risk Behavioral Survey in two random sample classes. It is our intent to implement this school-wide next year. This will enable us to identify the health and behavioral needs of our school.

Achievement/Outcome Data

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

19a. Reading- Strengths

Our students performed the best on independent reading. There was a 75% proficient rate on this section.

19b. Reading- Challenges

Our students struggled with the close literature reading portion.

19c. Reading- Trends

Overall reading decreased slightly and then increased this past year. The gap between our school and economically disadvantaged has increased slightly. The gap between our school and English Language Learners has decreased. However, overall proficiency has increased this past year.

19d. Reading- Summary

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

Looking at the three-year cycle of MME reading data, we determined that we needed to dig deeper into the reading levels of our student body. We decided as a student success team to administer the DRP to grade levels 9-11 to determine baseline data for our school. We plan to continue this process of administering the DRP to determine the reading needs of our students. We will use this data to enhance our Tier 1 instruction through our SIP goal of reading by improving the activity of close and critical reading across our whole school. We are hoping, through the process that we've set up, that we will be able to construct and create Tier 2 interventions during the school day that meet the needs of our students who are not proficient readers.

20a. Writing- Strengths

Our students performed best in the purpose and audience category. They were at 59% proficient.

20b. Writing- Challenges

Our students struggled the most with the effective use of language category. However, all of our writing scores fell in the 50 percent range.

20c. Writing- Trends

Overall writing has constantly increased these past few years. The gap between our school and economically disadvantaged increased slightly. The gap between the school and English Language Learners has decreased. However, overall proficiency has increased.

20d. Writing- Summary

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

As part of our school improvement plan, departments will be focusing on power standards and aligning those with the common core. The English/Language Arts department will look into developing power standards with these challenges in mind. The district began this process

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during the 2014-2015 school year. Our overall goal will be development of common assessments aligned with those power standards. Also, using the data from the common assessments to guide instructional practices.

21a. Math- Strengths

Our students perform well on questions involving equations and expressions, as well as function type questions. Fifty to fifty-five percent of our students answered those questions correctly.

21b. Math- Challenges

Our students performed poorly on the questions involving reasoning about numbers and figures and properties from geometry.

21c. Math- Trends

Overall math scores have decreased slightly each year. The gap between our school results and the economically disadvantaged grew slightly. However, the gap between our school results and the English Language Learners has decreased by 5%.

21d. Math- Summary

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

As part of our school improvement plan, departments will be focusing on power standards and aligning those with the common core. The math department will look into developing power standards with these challenges in mind. Our overall goal will be development of common assessments aligned with those power standards. Also, using the data from the common assessments to guide instructional practices.

22a. Science- Strengths

Our students performed the best on inquiry and reflections, as well as chemistry questions. Slightly below 50% of the students got those questions correct.

22b. Science- Challenges

Our students struggled with physics, earth science and biology questions.

22c. Science- Trends

Overall science grew slightly in previous years, but had a slight decrease this past year. The gap between our school and the economically disadvantaged has increased slightly. The gap between our school and English Language Learners has decreased slightly.

22d. Science- Summary

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

As part of our school improvement plan, departments will be focusing on power standards and aligning those with the common core. The science department will look into developing power standards with these challenges in mind. The district began this process during the 2014-2015 school year. Our overall goal will be development of common assessments aligned with those power standards. Also, using the data from the common assessments to guide instructional practices.

23a. Social Studies- Strengths

Our students performed best in the US History & Geography, as well as the inquiry category. Both were just under 60% proficient.

23b. Social Studies- Challenges

Our students struggled with World History & Geography, as well as civics.

23c. Social Studies- Trends

Overall social studies scores grew these past three years. The gap between our school and the economically disadvantages, as well as the English Language Learners has grown. However, overall proficiency in each group has increased.

23d. Social Studies- Summary

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

As part of our school improvement plan, departments will be focusing on power standards and aligning those with the common core. The social studies department will look into developing power standards with these challenges in mind. The district has begun this process during the 2014-2015 school year. Our overall goal will be development of common assessments aligned with those power standards. Also, using the data from the common assessments to guide instructional practices.

Perception Data

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

24a. Student Perception Data

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

Students feel Warren Mott High School is safe and generally a great place to learn. They feel they have great relationships with their teachers.

24b. Student Perception Data

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

Students feel more technology would be beneficial in the classroom.

24c. Student Perception Data

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

As a district, we are in the process of identifying the capital needs of our school buildings.

25a. Parent/Guardian Perception Data

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

Parents are well informed of their child's academic progress. Parents feel that our school is orderly and supportive of learning.

25b. Parent/Guardian Perception Data

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

Parents are dissatisfied with the level of adequate technology for regular student use.

25c. Parent/Guardian Perception Data

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

As a district, we are in the process of identifying the capital needs of our school buildings.

26a. Teacher/Staff Perception Data

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

Our staff is satisfied with the support from our building administration and in turn this allows teachers to do their best within their classrooms.

26b. Teacher/Staff Perception Data

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

What proves to be lowest level of satisfaction among teachers is the erosion of the teaching profession and the current state of "testing mania". We are in a state of unprecedented scrutiny that has caused major changes to the evaluation system, content standards, and student assessment.

26c. Teacher/Staff Perception Data

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

Teachers will take action on behalf of themselves to focus on the bigger picture and do what is right for students.

27a. Stakeholder/Community Perception Data

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

Our community recognizes the outreach initiatives and the overall spirit of the school within the community.

27b. Stakeholder/Community Perception Data

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

Our community is frustrated with the state's treatment of public schools, both financially and structurally. The community recognizes the need for more support within our schools.

27c. Stakeholder/Community Perception Data

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

Warren Mott High School is dedicated to improve from within and do whatever it takes to increase student achievement and educational outcomes.

Summary

28a. Summary

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

We recognize the need for a continual school-improvement process. Our strength lies in our ability to work together as a community towards common goals. This is our biggest challenge - continuous improvement - that drives our school initiatives and our school improvement plan.

28b. Summary

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

The identified challenges have a direct impact on student achievement as this is the focus of our work.

28c. Summary

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

With a renewed focus on PLC's, we will be identifying the anchor standards for each of our content areas / courses. This will enable us to create consistency with instructional practice by means of common assessments, instructional strategies, and best practices. Deconstructing our course content will provide us the opportunity to develop different levels in the depth of knowledge spectrum with our assessment questions and will help drive students towards mastery learning.

School Additional Requirements Diagnostic

Introduction

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

School Additional Requirements Diagnostic

Label	Assurance	Response	Comment	Attachment
1.	Literacy and math are tested annually in grades 1-5.	Yes	Iowa Achievement Test	

Label	Assurance	Response	Comment	Attachment
2.	Our school published a fully compliant annual report. (The Annual Education Report (AER) satisfies this). If yes, please provide a link to the report in the box below.	Yes		WMHS AER Letter

Label	Assurance	Response	Comment	Attachment
3.	Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.	Yes	All Warren Consolidated Schools participate in the MISD Career Cruising Plan. Students complete EDPs through this program and the MISD houses them.	

Label	Assurance	Response	Comment	Attachment
4.	Our school reviews and annually updates the EDPs to ensure academic course work alignment.	No		

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

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Label	Assurance	Response	Comment	Attachment
6.	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	Ellanore Evans 31300 Anita Warren, MI 48093 586-698-4106 Dave Noble, Title IX Coordinator 3131 Twelve Mile Rd Warren, MI 48092 586-698-4577	

Label	Assurance	Response	Comment	Attachment
7.	The institution has a School-Parent Involvement Plan (that addresses Section 1118 activities) that is aligned to the District's Board Policy. If yes, please attach the School-Parent Involvement Plan below.	Yes	Here is the link to our Parent Booster Club: http://warrenmottboosters.com/	

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

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

2016-2017 Warren Mott SIP Plan

Overview

Plan Name

2016-2017 Warren Mott SIP Plan

Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Warren Mott High School will develop and implement a school-wide Multi-Tier System of Support (MTSS) process.	Objectives: 1 Strategies: 2 Activities: 7	Organizational	\$0
2	Warren Mott High School will promote College and Career Readiness by increasing achievement in the Core Content Areas for all students.	Objectives: 3 Strategies: 4 Activities: 12	Academic	\$1200

Goal 1: Warren Mott High School will develop and implement a school-wide Multi-Tier System of Support (MTSS) process.

Measurable Objective 1:

collaborate to implement a multi-tiered system of support for our students by 06/15/2017 as measured by observation during walkthroughs and evidence collected through the school-improvement process..

Strategy 1:

Universal Instruction - Tier 1 Instruction - Teachers will create a predictable classroom environment where students can clearly see the learning targets posted, discuss the learning targets with peers, and experience multiple opportunities to connect with the learning targets by personalizing and referencing the objectives. As they learn, the students are much more likely to retain and transfer the essential information and skills to other content areas and beyond the classroom. The instructional road maps organize the instruction and make it visible to the students. They map out the activities that will be taught to reach the learning targets. The instructional road map captures the curriculum in real time making it visible to the learner. We will be using frequent formative assessment of our students to evaluate and steer our instructional practices.

Teachers will write the learning targets on the board for every class period and will address them and how they can be accomplished. Teachers will then proceed with instruction. At the end of a lesson, the teacher then discusses the items on the instructional road map and how students can determine whether they have achieved the objective. Formative assessment will reflect this process.

Category: Learning Support Systems

Research Cited: Classroom Instruction That Works; Research Based Strategies for Increasing Student Achievement - Marzano, Pickering, and Pollock, 2001. Tier I: The Forgotten Tier - J. Allain, 2011. Common Formative Assessment - Bailey and Jakicic, 2014.

Tier: Tier 1

Activity - Universal Instruction Readiness	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will develop building expectations and practices on a department-level and course-level basis. Teachers of common courses will center the learning targets and instructional road maps on the power standards within the district adopted curriculum.	Teacher Collaboration, Getting Ready, Professional Learning	Tier 1	Getting Ready	09/06/2016	06/15/2017	\$0	General Fund	All instructional staff.

Activity - Learning Targets and Instructional Road Maps	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will write the "Learning Target" and "Instructional Road Map" on the board for every class period, address them and how they can be accomplished, and then to proceed with instruction. At the end of a lesson, the teacher then discusses the items on the "Instructional Road Map" and how students can determine whether they have achieved them or not, generally the formative assessment will capture this learning.	Academic Support Program	Tier 1	Implement	09/06/2016	06/15/2017	\$0	No Funding Required	All instructional staff and administration.
Activity - Classroom Formative Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The data-driven educators at Warren Mott High School will collect, organize and analyze formative data during an instructional time period; during lessons, through homework, and other instructional activities. Teachers will use feedback to report the results of the formative data assessments to students.	Implementation	Tier 1	Implement	09/06/2016	06/15/2017	\$0	No Funding Required	All instructional staff and administration.
Activity - Universal Instruction Progress Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The administration at Warren Mott High School will monitor the Tier 1 framework; learning targets, instructional road maps, warm-ups and formative assessments used in classroom instruction. We will do this throughout the course of the school-year.	Monitor	Tier 1	Monitor	09/06/2016	06/15/2017	\$0	No Funding Required	Warren Mott Administration and teachers implementing the Tier 1 framework.
Activity - Universal Instruction Evaluation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Warren Mott administration and staff will analyze and evaluate common and state assessments, perception, process, and demographic data as it relates to the universal instruction platform.	Evaluation	Tier 1	Evaluate	09/06/2016	06/15/2017	\$0	No Funding Required	All instructional staff and administration.

Strategy 2:

Tier 2 Interventions - Our data indicates a need for additional support within English Language Arts and Mathematics courses, specifically but not limited to our incoming freshmen. Within the master schedule we are providing Tier 2 interventions by way of two support courses: ELA Builder and Math Lab. It is our goal to offer support to many of our struggling learners by targeting instruction to help fill the gaps in knowledge and promote skill development.

Category: Learning Support Systems

Research Cited: National Assessment Governing Board. Mathematics Framework for the 2009 National Assessment of Educational Progress - U.S. Department of

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Education, 2008. Foundations for Success: The Final Report of the National Mathematics Advisory Panel - U.S. Department of Education, 2008. Effects of Coaching Programs on Achievement Test Performance; Review of Educational Research - Bangert-Drowns, Kulik, 1983.

Tier: Tier 2

Activity - ELA Builder	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The ELA Builder course is designed to support and advance the struggling learner in the following ways: -Build knowledge through content-rich nonfiction. -Apply reading, writing and speaking grounded in evidence from text, both literary and informational. -Provide regular practice with complex text and its academic language.	Academic Support Program, Direct Instruction	Tier 2	Implement	09/06/2016	06/15/2017	\$0	No Funding Required	Administration and course instructors.
Activity - Math Lab	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Math Lab course is designed to support and advance the struggling learner in the following ways: -Focus strongly on the power standards within the curriculum. -Develop and increase number sense and pattern recognition. -Pursue conceptual understanding, procedural skill fluency. -Promote problem-solving strategies through the application of skills.	Academic Support Program, Direct Instruction	Tier 2	Implement	09/06/2016	06/15/2017	\$0	No Funding Required	Administration and course instructors.

Goal 2: Warren Mott High School will promote College and Career Readiness by increasing achievement in the Core Content Areas for all students.

Measurable Objective 1:

85% of All Students will demonstrate a proficiency in Reading in English Language Arts by 06/30/2024 as measured by the state assessment..

(shared) Strategy 1:

Close and Critical Reading Strategies. - Based on a building-wide professional development series that was offered to all teachers in the 2011-2012 school year, Warren Mott faculty shall implement close and critical reading strategies in all core and non-core courses on a routine, coordinated basis. Departmentalized Professional Learning Communities (PLCs) shall coordinate the implementation of reading-specific strategies within existing course pacing guides and essential outcomes.

Category: Career and College Ready

Research Cited: The Michigan Common Core State Standards (MICCSS, 2010). Retrieved on 5/30/2014: <http://miccss.org/> MICCSS is the product of collaborative efforts between the REMC Association of Michigan (REMCAM) and the Michigan Association of Intermediate School Administrators (MAISA), along with many

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professional experts throughout the state with the common goal of helping educators in better understanding and implementing the Michigan Common Core State Standards. The K-12 CCSS provide a set of clear and consistent expectations that outline the knowledge and skills students need in the 21st century to be career and college ready.

Fisher, D., Frey, N., & Lapp, D. (2012). Text complexity: Raising Rigor in Reading. Newark, DE: International Reading Association.

Tier: Tier 1

Activity - CCR PLC's / PD.	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff collaborate in departments to share best practices and develop a catalog of CCR activities.	Teacher Collaboration, Getting Ready, Professional Learning	Tier 1	Getting Ready	09/06/2016	06/15/2017	\$0	No Funding Required	All instructional staff.
Activity - Schedule of CCR Implementation.	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Warren Mott faculty shall implement close and critical reading strategies in all core and non-core courses on a routine, coordinated basis.	Direct Instruction, Implementation	Tier 1	Implement	09/06/2016	06/15/2017	\$0	No Funding Required	Administration and all instructional staff.
Activity - CCR Progress Monitoring.	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The SIP team along with the administration will monitor the fidelity of implementation through staff log submissions and student evidence via the Warren Mott Blackboard site.	Monitor, Implementation	Tier 1	Monitor	09/06/2016	06/15/2017	\$0	No Funding Required	Administration and SIP Team.

(shared) Strategy 2:

Common Assessments - Based on a district-wide renewed focus on professional learning communities, Warren Mott faculty shall implement common assessments in all core and non-core courses on a routine, coordinated basis. Departmentalized Professional Learning Communities (PLCs) shall provide the vehicle for the development, implementation, and evaluation of the common assessments. Staff will analyze building and district level common assessment results to align and drive instruction.

Category: Career and College Ready

Research Cited: Professional Learning Communities at Work, R. DuFour (1998); Whatever It Takes, R. DuFour (2004); Learning by Doing, T. Many (2012); Results NOW, M. Schmoker; Tier I: The Forgotten Tier, J. Allain (2011); Visual Learning, J. Hattie (2009); Common Formative Assessment, Bailey and Jakicic (2014).

Tier: Tier 1

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Activity - Common Assessment Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Warren Mott staff will work within department PLC's to unpack standards and develop standards-aligned common assessments.	Teacher Collaboration, Getting Ready, Professional Learning	Tier 1	Getting Ready	09/06/2016	06/15/2017	\$0	No Funding Required	All instructional staff.
Activity - Universal Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Warren Mott staff will work within PLC's to establish universal instruction in what we teach and how we teach (based on course power standards).	Teacher Collaboration, Getting Ready, Direct Instruction	Tier 1	Getting Ready	09/06/2016	06/15/2017	\$0	No Funding Required	All instructional staff.
Activity - Common Assessment Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
While working within departmental PLC's, all instructional staff shall administer a minimum of two common assessments per course, per semester.	Teacher Collaboration, Implementation	Tier 1	Implement	09/06/2016	06/15/2017	\$0	No Funding Required	All instructional staff.
Activity - Common Assessment Evidence	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
For each course, staff will submit a copy of each common assessment to the Warren Mott Blackboard site.	Teacher Collaboration, Implementation	Tier 1	Implement	09/06/2016	06/15/2017	\$0	No Funding Required	All instructional staff.
Activity - Common Assessment Progress Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The SIP team along with the administration will monitor the fidelity of the implementation of course common assessments via submissions to the Warren Mott Blackboard site.	Monitor, Implementation	Tier 1	Monitor	09/06/2016	06/15/2017	\$0	No Funding Required	Administration and SIP team.
Activity - Common Assessment PLC Minutes	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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For each professional learning session, the staff of each course shall document in their meeting minutes any work relating to common assessments.	Monitor, Implementation	Tier 1	Monitor	09/06/2016	06/15/2017	\$0	No Funding Required	Administration and all instructional staff.
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Activity - Common Assessment Evaluation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
For each course, associated staff will collaborate to analyze common assessment data and evaluate the need for additional interventions.	Teacher Collaboration, Evaluation	Tier 1	Evaluate	09/06/2016	06/15/2017	\$0	No Funding Required	All instructional staff.

Measurable Objective 2:

85% of All Students will demonstrate a proficiency in Writing in English Language Arts by 06/30/2024 as measured by the state assessment..

(shared) Strategy 1:

Close and Critical Reading Strategies. - Based on a building-wide professional development series that was offered to all teachers in the 2011-2012 school year, Warren Mott faculty shall implement close and critical reading strategies in all core and non-core courses on a routine, coordinated basis. Departmentalized Professional Learning Communities (PLCs) shall coordinate the implementation of reading-specific strategies within existing course pacing guides and essential outcomes.

Category: Career and College Ready

Research Cited: The Michigan Common Core State Standards (MICCSS, 2010). Retrieved on 5/30/2014: <http://miccss.org/> MICCSS is the product of collaborative efforts between the REMC Association of Michigan (REMCAM) and the Michigan Association of Intermediate School Administrators (MAISA), along with many professional experts throughout the state with the common goal of helping educators in better understanding and implementing the Michigan Common Core State Standards. The K-12 CCSS provide a set of clear and consistent expectations that outline the knowledge and skills students need in the 21st century to be career and college ready.

Fisher, D., Frey, N., & Lapp, D. (2012). Text complexity: Raising Rigor in Reading. Newark, DE: International Reading Association.

Tier: Tier 1

Activity - CCR PLC's / PD.	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff collaborate in departments to share best practices and develop a catalog of CCR activities.	Teacher Collaboration, Getting Ready, Professional Learning	Tier 1	Getting Ready	09/06/2016	06/15/2017	\$0	No Funding Required	All instructional staff.

Activity - Schedule of CCR Implementation.	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Warren Mott faculty shall implement close and critical reading strategies in all core and non-core courses on a routine, coordinated basis.	Direct Instruction, Implementation	Tier 1	Implement	09/06/2016	06/15/2017	\$0	No Funding Required	Administration and all instructional staff.
Activity - CCR Progress Monitoring.	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The SIP team along with the administration will monitor the fidelity of implementation through staff log submissions and student evidence via the Warren Mott Blackboard site.	Monitor, Implementation	Tier 1	Monitor	09/06/2016	06/15/2017	\$0	No Funding Required	Administration and SIP Team.

Strategy 2:

The Writing Process within Content Areas. - Departmentalized PLCs shall develop a consistent framework for teaching writing and measuring students' knowledge of the writing process as defined by the priority standards of the Common Core. Departmentalized PLCs shall integrate the use of the writing process into semester common course pacing guides. Non-fiction writing is the key to successful literacy and student achievement. Research over the past decades is clear: when students improve the quality of their writing, they improve in reading comprehension, mathematics, science, and social studies. Reading is the spine that holds all subjects together.

Category:

Research Cited: Graves, D.H. (1994). A Fresh Look at Writing. Portsmouth, NH: Heinemann. Hall, D., & Birkerts, S. (1998). Writing Well (9th ed.). New York: HarperCollins. Jago, C. (2008). Come To Class: Lessons for High School Writers. Portsmouth, NH: Heinemann. Reeves, D.B. (2010, November). The Write Way. American School Board Journal: www.asbj.com

Tier: Tier 1

Activity - Writing Tracker	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff has gone through professional development and has received training in Writing Tracker.	Professional Learning	Tier 1	Implement	09/08/2015	06/10/2016	\$0	No Funding Required	Warren Mott administration and instructional staff. WCS content specialists and Office of Curriculum and Instruction.

Strategy 3:

Strategic Writing Initiative for Teachers (SWIFT). - Integrate proven instructional strategies into Departmental PLCs. The administrative and SIP teams shall work to

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find professional development training opportunities for one member from each department in programs like the SWIFT offered by the Macomb Intermediate School District. This member can then bring back what is learned and integrate it into his / her department PLC. Urgency: 21st Century Literacy: "Literacy in the 21st century will mean the ability to find information, decode it, critically evaluate it, organize it into personal digital libraries and find meaningful ways to share it with others. Information is a raw material students will need to learn to build with." From The World is Flat by Thomas Friedman.

Category:

Research Cited: Friedman, T.L. (2005). The World is Flat: A Brief History of the Twenty-First Century. New York: Farrar, Straus and Giroux.

Tier: Tier 1

Activity - Integrate Proven Instructional Strategies into Department PLCs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The administrative and SIP teams shall work to find professional development training opportunities for one member from each department PLC in programs like the SWIFT offered by the Macomb Intermediate School District. This member can then bring back what is learned and integrate it into his / her department PLC.	Professional Learning	Tier 1	Getting Ready	09/08/2015	06/10/2016	\$1200	School Improvement Grant (SIG)	Warren Mott administration, SIP teams and one faculty member from each departmentalized PLC team.

(shared) Strategy 4:

Common Assessments - Based on a district-wide renewed focus on professional learning communities, Warren Mott faculty shall implement common assessments in all core and non-core courses on a routine, coordinated basis. Departmentalized Professional Learning Communities (PLCs) shall provide the vehicle for the development, implementation, and evaluation of the common assessments. Staff will analyze building and district level common assessment results to align and drive instruction.

Category: Career and College Ready

Research Cited: Professional Learning Communities at Work, R. DuFour (1998); Whatever It Takes, R. DuFour (2004); Learning by Doing, T. Many (2012); Results NOW, M. Schmoker; Tier I: The Forgotten Tier, J. Allain (2011); Visual Learning, J. Hattie (2009); Common Formative Assessment, Bailey and Jakicic (2014).

Tier: Tier 1

Activity - Common Assessment Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Warren Mott staff will work within department PLC's to unpack standards and develop standards-aligned common assessments.	Teacher Collaboration, Getting Ready, Professional Learning	Tier 1	Getting Ready	09/06/2016	06/15/2017	\$0	No Funding Required	All instructional staff.

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Activity - Universal Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Warren Mott staff will work within PLC's to establish universal instruction in what we teach and how we teach (based on course power standards).	Teacher Collaboration, Getting Ready, Direct Instruction	Tier 1	Getting Ready	09/06/2016	06/15/2017	\$0	No Funding Required	All instructional staff.
Activity - Common Assessment Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
While working within departmental PLC's, all instructional staff shall administer a minimum of two common assessments per course, per semester.	Teacher Collaboration, Implementation	Tier 1	Implement	09/06/2016	06/15/2017	\$0	No Funding Required	All instructional staff.
Activity - Common Assessment Evidence	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
For each course, staff will submit a copy of each common assessment to the Warren Mott Blackboard site.	Teacher Collaboration, Implementation	Tier 1	Implement	09/06/2016	06/15/2017	\$0	No Funding Required	All instructional staff.
Activity - Common Assessment Progress Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The SIP team along with the administration will monitor the fidelity of the implementation of course common assessments via submissions to the Warren Mott Blackboard site.	Monitor, Implementation	Tier 1	Monitor	09/06/2016	06/15/2017	\$0	No Funding Required	Administration and SIP team.
Activity - Common Assessment PLC Minutes	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
For each professional learning session, the staff of each course shall document in their meeting minutes any work relating to common assessments.	Monitor, Implementation	Tier 1	Monitor	09/06/2016	06/15/2017	\$0	No Funding Required	Administration and all instructional staff.
Activity - Common Assessment Evaluation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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For each course, associated staff will collaborate to analyze common assessment data and evaluate the need for additional interventions.	Teacher Collaboration, Evaluation	Tier 1	Evaluate	09/06/2016	06/15/2017	\$0	No Funding Required	All instructional staff.
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Measurable Objective 3:

85% of All Students will demonstrate a proficiency of concepts in Mathematics by 06/30/2024 as measured by the state assessment..

(shared) Strategy 1:

Close and Critical Reading Strategies. - Based on a building-wide professional development series that was offered to all teachers in the 2011-2012 school year, Warren Mott faculty shall implement close and critical reading strategies in all core and non-core courses on a routine, coordinated basis. Departmentalized Professional Learning Communities (PLCs) shall coordinate the implementation of reading-specific strategies within existing course pacing guides and essential outcomes.

Category: Career and College Ready

Research Cited: The Michigan Common Core State Standards (MICCSS, 2010). Retrieved on 5/30/2014: <http://miccss.org/> MICCSS is the product of collaborative efforts between the REMC Association of Michigan (REMCAM) and the Michigan Association of Intermediate School Administrators (MAISA), along with many professional experts throughout the state with the common goal of helping educators in better understanding and implementing the Michigan Common Core State Standards. The K-12 CCSS provide a set of clear and consistent expectations that outline the knowledge and skills students need in the 21st century to be career and college ready.

Fisher, D., Frey, N., & Lapp, D. (2012). Text complexity: Raising Rigor in Reading. Newark, DE: International Reading Association.

Tier: Tier 1

Activity - CCR PLC's / PD.	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff collaborate in departments to share best practices and develop a catalog of CCR activities.	Teacher Collaboration, Getting Ready, Professional Learning	Tier 1	Getting Ready	09/06/2016	06/15/2017	\$0	No Funding Required	All instructional staff.

Activity - Schedule of CCR Implementation.	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Warren Mott faculty shall implement close and critical reading strategies in all core and non-core courses on a routine, coordinated basis.	Direct Instruction, Implementation	Tier 1	Implement	09/06/2016	06/15/2017	\$0	No Funding Required	Administration and all instructional staff.

Activity - CCR Progress Monitoring.	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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The SIP team along with the administration will monitor the fidelity of implementation through staff log submissions and student evidence via the Warren Mott Blackboard site.	Monitor, Implementation	Tier 1	Monitor	09/06/2016	06/15/2017	\$0	No Funding Required	Administration and SIP Team.
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(shared) Strategy 2:

Common Assessments - Based on a district-wide renewed focus on professional learning communities, Warren Mott faculty shall implement common assessments in all core and non-core courses on a routine, coordinated basis. Departmentalized Professional Learning Communities (PLCs) shall provide the vehicle for the development, implementation, and evaluation of the common assessments. Staff will analyze building and district level common assessment results to align and drive instruction.

Category: Career and College Ready

Research Cited: Professional Learning Communities at Work, R. DuFour (1998); Whatever It Takes, R. DuFour (2004); Learning by Doing, T. Many (2012); Results NOW, M. Schmoker; Tier I: The Forgotten Tier, J. Allain (2011); Visual Learning, J. Hattie (2009); Common Formative Assessment, Bailey and Jakicic (2014).

Tier: Tier 1

Activity - Common Assessment Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Warren Mott staff will work within department PLC's to unpack standards and develop standards-aligned common assessments.	Teacher Collaboration, Getting Ready, Professional Learning	Tier 1	Getting Ready	09/06/2016	06/15/2017	\$0	No Funding Required	All instructional staff.

Activity - Universal Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Warren Mott staff will work within PLC's to establish universal instruction in what we teach and how we teach (based on course power standards).	Teacher Collaboration, Getting Ready, Direct Instruction	Tier 1	Getting Ready	09/06/2016	06/15/2017	\$0	No Funding Required	All instructional staff.

Activity - Common Assessment Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
While working within departmental PLC's, all instructional staff shall administer a minimum of two common assessments per course, per semester.	Teacher Collaboration, Implementation	Tier 1	Implement	09/06/2016	06/15/2017	\$0	No Funding Required	All instructional staff.

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Activity - Common Assessment Evidence	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
For each course, staff will submit a copy of each common assessment to the Warren Mott Blackboard site.	Teacher Collaboration, Implementation	Tier 1	Implement	09/06/2016	06/15/2017	\$0	No Funding Required	All instructional staff.
Activity - Common Assessment Progress Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The SIP team along with the administration will monitor the fidelity of the implementation of course common assessments via submissions to the Warren Mott Blackboard site.	Monitor, Implementation	Tier 1	Monitor	09/06/2016	06/15/2017	\$0	No Funding Required	Administration and SIP team.
Activity - Common Assessment PLC Minutes	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
For each professional learning session, the staff of each course shall document in their meeting minutes any work relating to common assessments.	Monitor, Implementation	Tier 1	Monitor	09/06/2016	06/15/2017	\$0	No Funding Required	Administration and all instructional staff.
Activity - Common Assessment Evaluation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
For each course, associated staff will collaborate to analyze common assessment data and evaluate the need for additional interventions.	Teacher Collaboration, Evaluation	Tier 1	Evaluate	09/06/2016	06/15/2017	\$0	No Funding Required	All instructional staff.

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Universal Instruction Readiness	Staff will develop building expectations and practices on a department-level and course-level basis. Teachers of common courses will center the learning targets and instructional road maps on the power standards within the district adopted curriculum.	Teacher Collaboration, Getting Ready, Professional Learning	Tier 1	Getting Ready	09/06/2016	06/15/2017	\$0	All instructional staff.

School Improvement Grant (SIG)

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Integrate Proven Instructional Strategies into Department PLCs	The administrative and SIP teams shall work to find professional development training opportunities for one member from each department PLC in programs like the SWIFT offered by the Macomb Intermediate School District. This member can then bring back what is learned and integrate it into his / her department PLC.	Professional Learning	Tier 1	Getting Ready	09/08/2015	06/10/2016	\$1200	Warren Mott administration, SIP teams and one faculty member from each departmentalized PLC team.

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Universal Instruction	Warren Mott staff will work within PLC's to establish universal instruction in what we teach and how we teach (based on course power standards).	Teacher Collaboration, Getting Ready, Direct Instruction	Tier 1	Getting Ready	09/06/2016	06/15/2017	\$0	All instructional staff.

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Learning Targets and Instructional Road Maps	Teachers will write the "Learning Target" and "Instructional Road Map" on the board for every class period, address them and how they can be accomplished, and then to proceed with instruction. At the end of a lesson, the teacher then discusses the items on the "Instructional Road Map" and how students can determine whether they have achieved them or not, generally the formative assessment will capture this learning.	Academic Support Program	Tier 1	Implement	09/06/2016	06/15/2017	\$0	All instructional staff and administration.
Common Assessment Evidence	For each course, staff will submit a copy of each common assessment to the Warren Mott Blackboard site.	Teacher Collaboration, Implementation	Tier 1	Implement	09/06/2016	06/15/2017	\$0	All instructional staff.
Math Lab	The Math Lab course is designed to support and advance the struggling learner in the following ways: -Focus strongly on the power standards within the curriculum. -Develop and increase number sense and pattern recognition. -Pursue conceptual understanding, procedural skill fluency. -Promote problem-solving strategies through the application of skills.	Academic Support Program, Direct Instruction	Tier 2	Implement	09/06/2016	06/15/2017	\$0	Administration and course instructors.
Writing Tracker	Staff has gone through professional development and has received training in Writing Tracker.	Professional Learning	Tier 1	Implement	09/08/2015	06/10/2016	\$0	Warren Mott administration and instructional staff. WCS content specialists and Office of Curriculum and Instruction.
CCR PLC's / PD.	Staff collaborate in departments to share best practices and develop a catalog of CCR activities.	Teacher Collaboration, Getting Ready, Professional Learning	Tier 1	Getting Ready	09/06/2016	06/15/2017	\$0	All instructional staff.

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Classroom Formative Assessment	The data-driven educators at Warren Mott High School will collect, organize and analyze formative data during an instructional time period; during lessons, through homework, and other instructional activities. Teachers will use feedback to report the results of the formative data assessments to students.	Implementation	Tier 1	Implement	09/06/2016	06/15/2017	\$0	All instructional staff and administration.
Universal Instruction Progress Monitoring	The administration at Warren Mott High School will monitor the Tier 1 framework; learning targets, instructional road maps, warm-ups and formative assessments used in classroom instruction. We will do this throughout the course of the school-year.	Monitor	Tier 1	Monitor	09/06/2016	06/15/2017	\$0	Warren Mott Administration and teachers implementing the Tier 1 framework.
Universal Instruction Evaluation	Warren Mott administration and staff will analyze and evaluate common and state assessments, perception, process, and demographic data as it relates to the universal instruction platform.	Evaluation	Tier 1	Evaluate	09/06/2016	06/15/2017	\$0	All instructional staff and administration.
ELA Builder	The ELA Builder course is designed to support and advance the struggling learner in the following ways: -Build knowledge through content-rich nonfiction. -Apply reading, writing and speaking grounded in evidence from text, both literary and informational. -Provide regular practice with complex text and its academic language.	Academic Support Program, Direct Instruction	Tier 2	Implement	09/06/2016	06/15/2017	\$0	Administration and course instructors.
CCR Progress Monitoring.	The SIP team along with the administration will monitor the fidelity of implementation through staff log submissions and student evidence via the Warren Mott Blackboard site.	Monitor, Implementation	Tier 1	Monitor	09/06/2016	06/15/2017	\$0	Administration and SIP Team.
Common Assessment Development	Warren Mott staff will work within department PLC's to unpack standards and develop standards-aligned common assessments.	Teacher Collaboration, Getting Ready, Professional Learning	Tier 1	Getting Ready	09/06/2016	06/15/2017	\$0	All instructional staff.
Schedule of CCR Implementation.	Warren Mott faculty shall implement close and critical reading strategies in all core and non-core courses on a routine, coordinated basis.	Direct Instruction, Implementation	Tier 1	Implement	09/06/2016	06/15/2017	\$0	Administration and all instructional staff.
Common Assessment Implementation	While working within departmental PLC's, all instructional staff shall administer a minimum of two common assessments per course, per semester.	Teacher Collaboration, Implementation	Tier 1	Implement	09/06/2016	06/15/2017	\$0	All instructional staff.

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Common Assessment Evaluation	For each course, associated staff will collaborate to analyze common assessment data and evaluate the need for additional interventions.	Teacher Collaboration, Evaluation	Tier 1	Evaluate	09/06/2016	06/15/2017	\$0	All instructional staff.
Common Assessment Progress Monitoring	The SIP team along with the administration will monitor the fidelity of the implementation of course common assessments via submissions to the Warren Mott Blackboard site.	Monitor, Implementation	Tier 1	Monitor	09/06/2016	06/15/2017	\$0	Administration and SIP team.
Common Assessment PLC Minutes	For each professional learning session, the staff of each course shall document in their meeting minutes any work relating to common assessments.	Monitor, Implementation	Tier 1	Monitor	09/06/2016	06/15/2017	\$0	Administration and all instructional staff.