

# **2017-18 SIP Mott High School**

Waterford Mott High School

Waterford School District

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## **Overview**

### **Plan Name**

2017-18 SIP Mott High School

### **Plan Description**

Goals, Objectives, Strategies, and Activities for the 2017-18 Plan.

## Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students at Mott High School will become proficient in Mathematics	Objectives: 2 Strategies: 3 Activities: 9	Academic	\$110600
2	All Students at Waterford Mott High School Will Become Proficient Readers	Objectives: 2 Strategies: 3 Activities: 9	Academic	\$69200
3	All students at Mott High School will improve writing proficiency.	Objectives: 2 Strategies: 3 Activities: 11	Academic	\$88750
4	All students at Waterford Mott will be engaged in their education and confident in their ability to be successful.	Objectives: 1 Strategies: 4 Activities: 9	Organizational	\$10000

# Goal 1: All students at Mott High School will become proficient in Mathematics

## Measurable Objective 1:

A 15% increase of Ninth and Tenth grade Black or African-American, Economically Disadvantaged, Hispanic or Latino and Students with Disabilities students will demonstrate a proficiency mathematical concepts in Mathematics by 06/16/2017 as measured by NWEA .

## (shared) Strategy 1:

Core Classroom Instruction - Teachers will improve the quality of core instruction in mathematics in order to increase student understanding and student performance on proficiency measures

Category:

Research Cited: Peery, A. (2001). The Data Teams Experience: A guide for effective meetings. Englewood, CO: Lead + Learn Press.

White, S. (2011). Beyond the Numbers: Making data work for teachers & school leaders. Englewood, CO: Lead + Learn Press.

Marzano, R. ((2007). The Art and Science of Teaching: A comprehensive framework for effective instruction. Alexandria, VA. ASCD.

Hattie, J. (2011) Visible Learning: A Synthesis of over 800 Meta-analyses Relating to Achievement. New York, NY: Routledge

Besser, L., Ventura, S. (2010) The Big Picture: Looking at Data Teams Through a Collaborative Lens. Englewood, CO: Lead and Learn Press

Moss, M., Brookhart, S. (2012) Learning Targets: Helping Students Aim For Understanding in Today's Lesson, Alexandria, VA: ASCD

Frey, N., Fisher, D. (2011) The Formative Assessment Action Plan: Practical Steps to more Successful Teaching and Learning, Alexandria, VA: ASCD

Tier: Tier 1

Activity - Learning Targets	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will utilize the LTTA daily when designing and delivering lessons for students	Direct Instruction	Tier 1	Monitor	09/06/2016	06/16/2017	\$0	No Funding Required	Building administrators and classroom teachers

Activity - Instructional Labs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will have the opportunity to participate in instructional labs centered on improving instruction	Professional Learning	Tier 1	Implement	09/06/2016	06/16/2017	\$3600	Title II Part A	Classroom Teachers, learning coaches, and math consultant

Activity - Learning Coaches	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Learning Coaches will provide support in instructional growth to teachers through student-centered learning labs, small group and one-on-one job embedded professional learning	Professional Learning	Tier 1	Monitor	08/25/2016	06/16/2017	\$50000	Title II Part A	Classroom Teachers, learning coaches, and CIA department
<b>Activity - Lesson Design and Formative Assessment</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>
Teachers will participate in professional learning focusing in incorporating strong lesson design and frequent formative assessments	Professional Learning	Tier 1	Monitor	09/06/2016	06/16/2017	\$0	No Funding Required	Curriculum consultants , learning coaches, central office administrators, building principals and classroom teachers

**Strategy 2:**

Targeted Instruction - Students not demonstrating sufficient progress will participate in small group instruction and/or remediation

Category:

Research Cited: Hattie, J. (2011) Visible Learning for Teachers: Maximizing Impact on Learning. New York, NY: Routledge

Scmoker, M. (2011) Focus: Elevating the Essentials to Radically Improve Student Learning. Alexandria, VA: ASCD

Van de Walle, J. (2011) Teaching Student Centered Mathematics. New York, NY: Pearson

Tier: Tier 2

<b>Activity - Math Lab</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>
Students not meeting math proficiency standards will participate in math lab with a focus on pre-teaching, remediation and basic math skills based on individual needs.	Academic Support Program	Tier 2	Monitor	09/06/2016	06/16/2017	\$50000	Section 31a	Math Lab Teachers and math lab assistants

Activity - Academic Center	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students not meeting math proficiency standards will participate in an academic center with a focus on remediating math skills, and supporting new learning	Academic Support Program	Tier 2	Monitor	09/06/2016	06/16/2017	\$0	No Funding Required	Building administration and Academic Center mentor teachers

Activity - Compass Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students not meeting proficiency standards in math will use Compass Learning on a computer with teacher assistance for individualized instruction and development on areas of weakness as defined by NWEA	Academic Support Program	Tier 2	Monitor	09/06/2016	06/16/2017	\$7000	Section 31a	Classroom Teachers and classroom assistants

**Measurable Objective 2:**

A 10% increase of Ninth and Tenth grade students will demonstrate a proficiency mathematical concepts in Mathematics by 06/16/2017 as measured by NWEA.

**(shared) Strategy 1:**

Core Classroom Instruction - Teachers will improve the quality of core instruction in mathematics in order to increase student understanding and student performance on proficiency measures

Category:

Research Cited: Peery, A. (2001). The Data Teams Experience: A guide for effective meetings. Englewood, CO: Lead + Learn Press.

White, S. (2011). Beyond the Numbers: Making data work for teachers & school leaders. Englewood, CO: Lead + Learn Press.

Marzano, R. ((2007). The Art and Science of Teaching: A comprehensive framework for effective instruction. Alexandria, VA. ASCD.

Hattie, J. (2011) Visible Learning: A Synthesis of over 800 Meta-analyses Relating to Achievement. New York, NY: Routledge

Besser, L., Ventura, S. (2010) The Big Picture: Looking at Data Teams Through a Collaborative Lens. Englewood, CO: Lead and Learn Press

Moss, M., Brookhart, S. (2012) Learning Targets: Helping Students Aim For Understanding in Today's Lesson, Alexandria, VA: ASCD

Frey, N., Fisher, D. (2011) The Formative Assessment Action Plan: Practical Steps to more Successful Teaching and Learning, Alexandria, VA: ASCD

Tier: Tier 1

Activity - Learning Targets	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will utilize the LTTA daily when designing and delivering lessons for students	Direct Instruction	Tier 1	Monitor	09/06/2016	06/16/2017	\$0	No Funding Required	Building administrators and classroom teachers

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Activity - Instructional Labs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will have the opportunity to participate in instructional labs centered on improving instruction	Professional Learning	Tier 1	Implement	09/06/2016	06/16/2017	\$3600	Title II Part A	Classroom Teachers, learning coaches, and math consultant
Activity - Learning Coaches	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Learning Coaches will provide support in instructional growth to teachers through student-centered learning labs, small group and one-on-one job embedded professional learning	Professional Learning	Tier 1	Monitor	08/25/2016	06/16/2017	\$50000	Title II Part A	Classroom Teachers, learning coaches, and CIA department
Activity - Lesson Design and Formative Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in professional learning focusing in incorporating strong lesson design and frequent formative assessments	Professional Learning	Tier 1	Monitor	09/06/2016	06/16/2017	\$0	No Funding Required	Curriculum consultants , learning coaches, central office administrators, building principals and classroom teachers

**Strategy 2:**

Instructional Support and Feedback - Principals will monitor classroom instruction through walk-throughs and observations. Peers will assist each other by providing effective feedback

Category:

Research Cited: Marzano, R. ((2007). The Art and Science of Teaching: A comprehensive framework for effective instruction. Alexandria, VA. ASCD.

Hattie, J. (2011) Visible Learning: A Synthesis of over 800 Meta-analyses Relating to Achievement. New York, NY: Routledge

Smoker, M. (2011) Focus: Elevating the Essentials to Radically Improve Student Learning. Alexandria, VA: ASCD

Robinson, V., (2011) Student Centered Leadership, San Francisco, CA: Jossey-Bass



Tier: Tier 1

Activity - Administrator Partnerships	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Central office instructional administrators observe classroom teachers alongside building administrators and provide feedback to building administrators on the quality and accuracy of the feedback provided to the classroom teacher	Professional Learning	Tier 1	Implement	09/06/2016	06/16/2017	\$0	No Funding Required	Building Administrator or central office staff
Activity - Principal Professional Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principals will engage in district professional learning opportunities alongside their teachers, colleagues, and CIA staff to build common language and understanding in order to provide feedback to teachers and ensure quality of teaching	Professional Learning	Tier 1	Implement	06/24/2016	06/16/2017	\$0	No Funding Required	Building administrators, central office, learning coaches, curriculum consultants

## Goal 2: All Students at Waterford Mott High School Will Become Proficient Readers

### Measurable Objective 1:

10% of Ninth and Tenth grade students will demonstrate a proficiency in reading in English Language Arts by 06/16/2017 as measured by NWEA.

### (shared) Strategy 1:

Core Reading Instruction - Teachers will participate in professional learning regarding effective classroom reading instruction and assessment

Category: English/Language Arts

Research Cited: Allington, R. and Cunningham, P. (2012) Classrooms that Work: They can all read and write, 5th Edition. New York, NY: Pearson

Allington, R.(2011) What Really Matters for Struggling Readers. New York, NY: Pearson

Marzano, R. ((2007). The Art and Science of Teaching: A comprehensive framework for effective instruction. Alexandria, VA. ASCD.

Hattie, J. (2011) Visible Learning: A Synthesis of over 800 Meta-analyses Relating to Achievement. New York, NY: Routledge

Robinson, V., (2011) Student Centered Leadership, San Francisco, CA: Jossey-Bass

Besser, L., Ventura, S. (2010) The Big Picture: Looking at Data Teams Through a Collaborative Lens. Englewood, CO: Lead and Learn Press

Moss, M., Brookhart, S. (2012) Learning Targets: Helping Students Aim For Understanding in Today's Lesson, Alexandria, VA: ASCD

Frey, N., Fisher, D. (2011) The Formative Assessment Action Plan: Practical Steps to more Successful Teaching and Learning, Alexandria, VA: ASCD

Tier: Tier 1

Activity - Learning Coaches	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Learning Coaches will provide support in instructional growth to teachers through student-centered learning labs, small group, and one-on-one job embedded professional learning	Professional Learning	Tier 1	Monitor	09/06/2016	06/16/2017	\$20000	Title II Part A	Learning Coaches, CIA Department, Classroom Teachers
Activity - Instructional Labs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be provided the opportunity to participate in instructional labs centered on improving instruction.	Professional Learning	Tier 1	Implement	09/06/2016	06/16/2017	\$1200	Title II Part A	Learning Coaches, Classroom teachers, ELA Consultant
Activity - Learning Targets	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will utilize the LTTA daily when designing and delivering lessons for students	Direct Instruction	Tier 1	Monitor	09/06/2016	06/16/2017	\$0	No Funding Required	Central office, CIA staff, Building Principals, PLC Leaders, Classroom Teachers
Activity - Lesson Design and Formative Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Teachers will participate in professional learning focusing on incorporating strong lesson design and frequent formative assessments	Professional Learning	Tier 1	Monitor	09/06/2016	06/16/2017	\$0	No Funding Required	Curriculum Consultants, Learning Coaches, Central Office Administrators, Classroom Teachers, Building Administrators
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**Strategy 2:**

Instructional Monitoring and Feedback - Principals will monitor implementation of best practices in reading instruction and provide quality feedback to teachers in order to improve instruction

Category: English/Language Arts

Research Cited: Marzano, R. ((2007). The Art and Science of Teaching: A comprehensive framework for effective instruction. Alexandria, VA. ASCD.

Hattie, J. (2011) Visible Learning: A Synthesis of over 800 Meta-analyses Relating to Achievement. New York, NY: Routledge

Robinson, V., (2011) Student Centered Leadership, San Francisco, CA: Jossey-Bass

Moss, M., Brookhart, S. (2012) Learning Targets: Helping Students Aim For Understanding in Today's Lesson, Alexandria, VA: ASCD

Tier: Tier 1

Activity - Principal Professional Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principals will engage in professional learning alongside their teachers, colleagues, and CIA to build common language and understanding in order to provide feedback to teachers to improve the quality of instruction	Professional Learning	Tier 1	Implement	09/08/2015	06/17/2016	\$0	No Funding Required	Central Office Staff, Learning Coaches, Building Administrators

Activity - Administrator Partnerships	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Central office instructional administrators will observe classroom teachers alongside building administrators and provide feedback to building administrators on the quality and accuracy of the feedback provided to the classroom teacher	Professional Learning	Tier 1	Implement	09/08/2015	06/17/2016	\$0	No Funding Required	Central Office Staff and Building Administrators

**Measurable Objective 2:**

15% of Ninth and Tenth grade Black or African-American, Economically Disadvantaged, Hispanic or Latino, Students with Disabilities and English Learners students will demonstrate a proficiency in reading in English Language Arts by 06/17/2016 as measured by NWEA.

**(shared) Strategy 1:**

Core Reading Instruction - Teachers will participate in professional learning regarding effective classroom reading instruction and assessment

Category: English/Language Arts

Research Cited: Allington, R. and Cunningham, P. (2012) Classrooms that Work: They can all read and write, 5th Edition. New York, NY: Pearson

Allington, R.(2011) What Really Matters for Struggling Readers. New York, NY: Pearson

Marzano, R. ((2007). The Art and Science of Teaching: A comprehensive framework for effective instruction. Alexandria, VA. ASCD.

Hattie, J. (2011) Visible Learning: A Synthesis of over 800 Meta-analyses Relating to Achievement. New York, NY: Routledge

Robinson, V., (2011) Student Centered Leadership, San Francisco, CA: Jossey-Bass

Besser, L., Ventura, S. (2010) The Big Picture: Looking at Data Teams Through a Collaborative Lens. Englewood, CO: Lead and Learn Press

Moss, M., Brookhart, S. (2012) Learning Targets: Helping Students Aim For Understanding in Today's Lesson, Alexandria, VA: ASCD

Frey, N., Fisher, D. (2011) The Formative Assessment Action Plan: Practical Steps to more Successful Teaching and Learning, Alexandria, VA: ASCD

Tier: Tier 1

Activity - Learning Coaches	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Learning Coaches will provide support in instructional growth to teachers through student-centered learning labs, small group, and one-on-one job embedded professional learning	Professional Learning	Tier 1	Monitor	09/06/2016	06/16/2017	\$20000	Title II Part A	Learning Coaches, CIA Department, Classroom Teachers

Activity - Instructional Labs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be provided the opportunity to participate in instructional labs centered on improving instruction.	Professional Learning	Tier 1	Implement	09/06/2016	06/16/2017	\$1200	Title II Part A	Learning Coaches, Classroom teachers, ELA Consultant

Activity - Learning Targets	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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All teachers will utilize the LTTA daily when designing and delivering lessons for students	Direct Instruction	Tier 1	Monitor	09/06/2016	06/16/2017	\$0	No Funding Required	Central office, CIA staff, Building Principals, PLC Leaders, Classroom Teachers
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Activity - Lesson Design and Formative Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in professional learning focusing on incorporating strong lesson design and frequent formative assessments	Professional Learning	Tier 1	Monitor	09/06/2016	06/16/2017	\$0	No Funding Required	Curriculum Consultants, Learning Coaches, Central Office Administrators, Classroom Teachers, Building Administrators

**Strategy 2:**

Targeted Instruction - Students not demonstrating sufficient progress will participate in small group instruction and/or remediation

Category: English/Language Arts

Research Cited: Allington, R. and Cunningham, P. (2012) Classrooms that Work: They can all read and write, 5th Edition. New York, NY: Pearson

Allington, R.(2011) What Really Matters for Struggling Readers. New York, NY: Pearson

Marzano, R. ((2007). The Art and Science of Teaching: A comprehensive framework for effective instruction. Alexandria, VA. ASCD.

Hattie, J. (2011) Visible Learning: A Synthesis of over 800 Meta-analyses Relating to Achievement. New York, NY: Routledge

Besser, L., Ventura, S. (2010) The Big Picture: Looking at Data Teams Through a Collaborative Lens. Englewood, CO: Lead and Learn Press

Calkins, L. (2010) The Nuts and Bolts of Teaching Writing. Portsmouth, NH: Heinemann

Tier: Tier 2

Activity - AARI	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will identify students not making adequate yearly progress in reading and assign them to AARI class to support	Academic Support Program	Tier 2	Implement	09/06/2016	06/16/2017	\$40000	Section 31a	Classroom Teacher and Counselor
Activity - Compass Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students at the secondary level who are not meeting proficiency standards in ELA will use Compass Learning on a computer with teacher assistance for individualized instruction and development on areas of weakness as defined by NWEA	Academic Support Program	Tier 2	Implement	09/06/2016	06/16/2017	\$8000	Section 31a	Classroom teachers and classroom assistants
Activity - ELL Differentiated Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Leveled ELL courses will be created from baseline data from the WIDA to support individual students learning needs. Continued use of technology to support language acquisition and to meet student learning needs will be utilized to support learning.	Academic Support Program	Tier 2	Implement	09/06/2016	06/16/2017	\$0	No Funding Required	Classroom teacher

### Goal 3: All students at Mott High School will improve writing proficiency.

**Measurable Objective 1:**

A 10% increase of Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, Bottom 30%, 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 non-fiction writing in English Language Arts by 06/16/2017 as measured by district writing prompts.

**(shared) Strategy 1:**

Core Writing Instruction Across all Disciplines - Teachers will improve the quality of core writing instruction provided to students in the classroom.

Category:

Research Cited: Marzano, R. (2007) The Art and Science of Teaching, Alexandria, VA: ASCD

Hattie, J. (2011) Visible Learning: A Synthesis of over 800 Meta-Analyses Relating to Achievement, New York, NY: Routledge

Besser, L., Ventura, S. (2010) The Big Picture: Looking at Data Teams through a Collaborative Lens, Englewood, CO: Lead and Learn Press

Moss, M., Brookhart, S. (2012) Learning Targets: Helping Students Aim for Understanding in Today's Lesson, Alexandria, VA: ASCD

Frey, N., Fisher, D. (2011) The Formative Assessment Action Plan: Practical Steps to More Successful Teaching and Learning, Alexandria, VA: ASCD

Tier: Tier 1

Activity - Non-Fiction Writing Initiative	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use the graphic organizers and sentence stems the district implemented to continue student exposure and mastery of non-fiction writing.	Professional Learning	Tier 1	Evaluate	09/06/2016	06/16/2017	\$0	No Funding Required	Classroom teachers, building administrators, curriculum consultants

Activity - Progress Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will administer and collect three writing samples throughout the year in order to gauge non-fiction writing growth from September through June. Results will be used to improve core instruction.	Monitor	Tier 1	Monitor	09/06/2016	06/16/2017	\$0	No Funding Required	Classroom teachers, building administrators

Activity - Learning Targets	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will utilize the LTTA daily when designing and delivering lessons for students.	Direct Instruction	Tier 1	Monitor	09/06/2016	06/16/2017	\$0	No Funding Required	Classroom teachers, building administrators, Teacher Leader

Activity - Instructional Labs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provided the opportunity to participate in instructional labs centered on improving instruction.	Professional Learning	Tier 1	Monitor	09/06/2016	06/16/2017	\$0	No Funding Required	Learning Coaches, classroom teachers, ELA Consultant

Activity - Learning Coaches	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Learning coaches will provide support in instructional growth to teachers through student-centered learning labs, small group and one-on-one job embedded professional learning.	Professional Learning	Tier 1	Monitor	09/06/2016	06/16/2017	\$20000	Title I Part A	Learning Coaches, CIA Department, classroom teachers
<b>Activity - Lesson Design and Formative Assessment</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>
Teachers will participate in professional learning focusing on incorporating strong lesson design and frequent formative assessments.	Professional Learning	Tier 1	Monitor	09/06/2016	06/16/2017	\$0	No Funding Required	Curriculum consultants, Learning Coaches, central office and building administrators, classroom teachers

**Strategy 2:**

Instructional Monitoring and Feedback - Principals will monitor implementation of best practices and provide feedback to teachers in order to improve instructional practices. Teachers will monitor student growth and provide effective feedback.

Category:

Research Cited: Marzano, R. (2007) *The Art and Science of Teaching*, Alexandria, VA: ASCD

Hattie, J. (2011) *Visible Learning: A Synthesis of over 800 Meta-Analyses Relating to Achievement*, New York, NY: Routledge

Moss, M., Brookhart, S. (2012) *Learning Targets: Helping Students Aim for Understanding in Today's Lesson*, Alexandria, VA: ASCD

Robinson, V. (2011) *Student Centered Leadership*. San Francisco, CA: Jossey-Bass.

Tier: Tier 1

<b>Activity - Monitoring of Writing Initiative</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>
Principals will conduct walkthroughs to monitor effective implementation of the writing initiative. They will also monitor through growth on district writing prompts.	Monitor	Tier 1	Monitor	09/06/2016	06/16/2017	\$0	No Funding Required	building administrators, central office staff



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Activity - Principal Professional Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principals will engage in professional learning alongside their teachers, colleagues, and CIA staff to build common language and understanding in order to provide feedback to teachers to improve the quality of instruction.	Professional Learning	Tier 1	Implement	09/08/2015	06/17/2016	\$0	No Funding Required	Central office staff, Learning Coaches, curriculum consultants, building administrators

Activity - Administrator Partnerships	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Central office instructional administrators will observe classroom teachers alongside building administrators and provide feedback to building administrators on the quality and accuracy of the feedback provided to the classroom teacher.	Professional Learning	Tier 1	Implement	09/08/2015	06/17/2016	\$0	No Funding Required	Central office staff, building administrators

**Measurable Objective 2:**

A 15% increase of Black or African-American, Economically Disadvantaged, Hispanic or Latino, Students with Disabilities, English Learners and Two or More Races students will demonstrate a proficiency in non-fiction writing in English Language Arts by 06/17/2016 as measured by district common assessment rubrics.

**(shared) Strategy 1:**

Core Writing Instruction Across all Disciplines - Teachers will improve the quality of core writing instruction provided to students in the classroom.

Category:

Research Cited: Marzano, R. (2007) The Art and Science of Teaching, Alexandria, VA: ASCD

Hattie, J. (2011) Visible Learning: A Synthesis of over 800 Meta-Analyses Relating to Achievement, New York, NY: Routledge

Besser, L., Ventura, S. (2010) The Big Picture: Looking at Data Teams through a Collaborative Lens, Englewood, CO: Lead and Learn Press

Moss, M., Brookhart, S. (2012) Learning Targets: Helping Students Aim for Understanding in Today's Lesson, Alexandria, VA: ASCD

Frey, N., Fisher, D. (2011) The Formative Assessment Action Plan: Practical Steps to More Successful Teaching and Learning, Alexandria, VA: ASCD

Tier: Tier 1

Activity - Non-Fiction Writing Initiative	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will use the graphic organizers and sentence stems the district implemented to continue student exposure and mastery of non-fiction writing.	Professional Learning	Tier 1	Evaluate	09/06/2016	06/16/2017	\$0	No Funding Required	Classroom teachers, building administrators, curriculum consultants
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Activity - Progress Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will administer and collect three writing samples throughout the year in order to gauge non-fiction writing growth from September through June. Results will be used to improve core instruction.	Monitor	Tier 1	Monitor	09/06/2016	06/16/2017	\$0	No Funding Required	Classroom teachers, building administrators

Activity - Learning Targets	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will utilize the LTTA daily when designing and delivering lessons for students.	Direct Instruction	Tier 1	Monitor	09/06/2016	06/16/2017	\$0	No Funding Required	Classroom teachers, building administrators, Teacher Leader

Activity - Instructional Labs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provided the opportunity to participate in instructional labs centered on improving instruction.	Professional Learning	Tier 1	Monitor	09/06/2016	06/16/2017	\$0	No Funding Required	Learning Coaches, classroom teachers, ELA Consultant

Activity - Learning Coaches	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Learning coaches will provide support in instructional growth to teachers through student-centered learning labs, small group and one-on-one job embedded professional learning.	Professional Learning	Tier 1	Monitor	09/06/2016	06/16/2017	\$20000	Title I Part A	Learning Coaches, CIA Department, classroom teachers

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Activity - Lesson Design and Formative Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in professional learning focusing on incorporating strong lesson design and frequent formative assessments.	Professional Learning	Tier 1	Monitor	09/06/2016	06/16/2017	\$0	No Funding Required	Curriculum consultants, Learning Coaches, central office and building administrators, classroom teachers

**Strategy 2:**

Targeted Instruction - Students not demonstrating sufficient growth based on the district writing prompts will participate in interventions either within the classroom or in small group instruction.

Category:

Research Cited: Marzano, R. (2007) The Art and Science of Teaching, Alexandria, VA: ASCD

Calkins, L. (2010) The Nuts and Bolts of Teaching Writing, Portsmouth, NH: Heinemann.

Tier: Tier 2

Activity - Reading/Writing Labs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Struggling secondary school students will participate in a reading/writing lab in addition to their normal instruction. This time will be above and beyond the general curriculum and teachers and assistants will work with these students to remediate and address their individual needs.	Academic Support Program	Tier 2	Implement	09/06/2016	06/16/2017	\$68750	Section 31a	Classroom teachers and assistants

Activity - Academic Center	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
High school students struggling with writing will participate in an Academic Center or support period with a focus on writing strategies and remediation.	Academic Support Program	Tier 2	Implement	09/06/2016	06/16/2017	\$0	No Funding Required	Academic Center mentors, classroom teachers, building administrators

## Goal 4: All students at Waterford Mott will be engaged in their education and confident in their ability to be successful.

### Measurable Objective 1:

demonstrate a behavior of engagement in school that shows greater school attendance, fewer behavior infractions, and more students passing courses by 06/16/2017 as measured by perception surveys, attendance records, discipline data, and grade reports.

### Strategy 1:

PBIS - We will fully implement a Positive Behavior Interventions and Support system. Staff members and students have participated in developing a matrix of expected behaviors for locations throughout the building including, but not limited to: hallways, cafeteria, bathrooms, classrooms, and extracurricular events. Teachers have taught these expectations and students are reminded on a daily basis of our building expectations. Data will be collected periodically to track student behavior. Student truancy in comparison to student achievement data will be collected as well.

Category: School Culture

Research Cited: Hawken, L. & Horner, R. (2003). Evaluation of a targeted group intervention within a school-wide system of behavior support, *Journal of Behavioral Education*, 12, 225-240.

Horner, R. H., Crone, D. A., & Stiller, B. (2001, March). The role of school psychologists in establishing positive behavior support: Collaborating in systems change at the school-wide level. *Communique*, 29(6), 10-12.

U.S. Department of Education. (2000). *Applying positive behavioral support in schools: Twenty-second Annual Report to Congress on the Implementation of the Individuals with Disability Act*. Washington, D.C.: Author.

Tier: Tier 1

Activity - Established Data Collection System	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A data collection system for staff to use that includes key areas of concern is established based on areas of need in the building. Data is collected periodically to track student behavior. Student truancy in comparison to student achievement data will also be collected as well.	Implementation	Tier 1	Monitor	09/06/2016	06/16/2017	\$0	No Funding Required	PBIS Committee

Activity - Train staff to enable them to teach the behavior expectation matrix.	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
To support the identified three core behavioral values for our school, being safe, being respectful, and being responsible, staff will utilize the previously developed matrixes in various areas of the building to review with students behavior expectations and values. Staff training and the teaching of these behavioral expectations is an ongoing process.	Implementation, Behavioral Support Program	Tier 1	Monitor	09/06/2016	06/16/2017	\$0	No Funding Required	PBIS Committee

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Activity - Positive Acknowledgement/Reinforcement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Developing a sustainable and practical rewards system that recognizes and reinforces the positive behaviors we expect to see daily.	Implementation	Tier 1	Monitor	09/06/2016	06/16/2017	\$1000	Other	PBIS Committee

**Strategy 2:**

C2 Pipeline - A small group of up to 200 students per week will receive after-school support in the form of academic assistance and involvement in STEM-based enrichment projects to support learning in all core academic areas. Wayne State University will staff the intervention and will work in conjunction with building staff to support individual student needs in learning. Data on student progress in academic areas will be monitored throughout the course of the intervention.

Category: School Culture

Research Cited: Hattie, J. A. C. (2009). Visible learning: A synthesis of over 800 meta-analysis relating to achievement. London: Routledge.

Tier: Tier 2

Activity - After-School Enrichment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Up to 50 students per day, for four days a week, spanning 36 weeks will receive supplemental guidance and support in core academic areas to increase college and career readiness skills.	Career Preparation /Orientation	Tier 2	Monitor	09/06/2016	06/16/2017	\$0	Other	Wayne State University C2 Pipeline Staff

**Strategy 3:**

Corsair Way - Use the clearly posted set of 4 expectations, (be on time, come to school prepared, work hard, choose success), for students and staff to know and to regularly meet. Integrate this theme and publish student data updates to staff, students, and parents for progress updates toward those four themes.

Category: School Culture

Research Cited: Hawken, L. & Horner, R. (2003). Evaluation of a targeted group intervention within a school-wide system of behavior support, Journal of Behavioral Education, 12, 225-240.

Horner, R. H., Crone, D. A., & Stiller, B. (2001, March). The role of school psychologists in establishing positive behavior support: Collaborating in systems change at the school-wide level. Communiqué, 29(6), 10-12.

U.S. Department of Education. (2000). Applying positive behavioral support in schools: Twenty-second Annual Report to Congress on the Implementation of the Individuals with Disability Act. Washington, D.C.: Author.

Tier: Tier 1

Activity - Establish and Communicate Expectations for Academic Success	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Introduce set of 4 expectations: signage in halls and throughout building; teaching staff consistently communicating the message to align with classroom policies; office and hallway staff consistently communicating the message to align with office and hallway procedures.	Academic Support Program, Policy and Process	Tier 1	Implement	09/06/2016	06/16/2017	\$0	No Funding Required	All staff members
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Activity - Implementation of Classroom, Office, and Hallway Procedures/Policies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom, office, and hallway staff will form, with student input, procedures and policies to align with each of the 4 Corsair Way expectations. Behaviors and strategies will be articulated to assist students in forming or improving good habits and utilizing decision making skills that benefit their academic progress.	Academic Support Program, Policy and Process	Tier 1	Implement	09/06/2016	06/16/2017	\$0	No Funding Required	All staff members

**Strategy 4:**

Core Instruction - Teachers will improve the quality of classroom instruction in order to increase student understanding, engagement, and performance.

Category:

Research Cited: Marzano, R. (2007) The Art and Science of Teaching, Alexandria, VA: ASCD

Hattie, J. (2011) Visible Learning: A Synthesis of over 800 Meta-Analyses Relating to Achievement. New York, NY: Routledge

Moss, M., Brookhart, S. (2012) Learning Targets: Helping Students Aim for Understanding in Today's Lessons, Alexandria, VA: ASCD

Frey, N., Fisher, D. (2011) The Formative Assessment Plan: Practical Steps to More Successful Teaching and Learning, Alexandria, VA: ASCD

Tier: Tier 1

Activity - Learning Targets	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize the LTTA daily when designing and delivering lessons for students.	Direct Instruction, Communication	Tier 1	Monitor	09/06/2016	06/16/2017	\$0	No Funding Required	All classroom teachers and building administrators

Activity - Lesson Design and Formative Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will participate in professional learning focusing on incorporating strong lesson design and frequent formative assessments.	Professional Learning	Tier 1	Monitor	09/06/2016	06/16/2017	\$0	No Funding Required	All classroom teachers, curriculum consultants, learning coaches, central office and building administrators
<b>Activity - SIOP</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>
Teachers will participate in the systematic training of staff working with ELL populations on SIOP strategies in the classroom.	Professional Learning	Tier 1	Implement	08/30/2016	06/16/2017	\$9000	Other	ELL Consultant and Classroom Teachers

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### Other

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Positive Acknowledgement/Reinforcement	Developing a sustainable and practical rewards system that recognizes and reinforces the positive behaviors we expect to see daily.	Implementation	Tier 1	Monitor	09/06/2016	06/16/2017	\$1000	PBIS Committee
After-School Enrichment	Up to 50 students per day, for four days a week, spanning 36 weeks will receive supplemental guidance and support in core academic areas to increase college and career readiness skills.	Career Preparation /Orientation	Tier 2	Monitor	09/06/2016	06/16/2017	\$0	Wayne State University C2 Pipeline Staff
SIOP	Teachers will participate in the systematic training of staff working with ELL populations on SIOP strategies in the classroom.	Professional Learning	Tier 1	Implement	08/30/2016	06/16/2017	\$9000	ELL Consultant and Classroom Teachers

### Section 31a

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Compass Learning	Students at the secondary level who are not meeting proficiency standards in ELA will use Compass Learning on a computer with teacher assistance for individualized instruction and development on areas of weakness as defined by NWEA	Academic Support Program	Tier 2	Implement	09/06/2016	06/16/2017	\$8000	Classroom teachers and classroom assistants
Compass Learning	Students not meeting proficiency standards in math will use Compass Learning on a computer with teacher assistance for individualized instruction and development on areas of weakness as defined by NWEA	Academic Support Program	Tier 2	Monitor	09/06/2016	06/16/2017	\$7000	Classroom Teachers and classroom assistants
Math Lab	Students not meeting math proficiency standards will participate in math lab with a focus on pre-teaching, remediation and basic math skills based on individual needs.	Academic Support Program	Tier 2	Monitor	09/06/2016	06/16/2017	\$50000	Math Lab Teachers and math lab assistants



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AARI	Teachers will identify students not making adequate yearly progress in reading and assign them to AARI class to support	Academic Support Program	Tier 2	Implement	09/06/2016	06/16/2017	\$40000	Classroom Teacher and Counselor
Reading/Writing Labs	Struggling secondary school students will participate in a reading/writing lab in addition to their normal instruction. This time will be above and beyond the general curriculum and teachers and assistants will work with these students to remediate and address their individual needs.	Academic Support Program	Tier 2	Implement	09/06/2016	06/16/2017	\$68750	Classroom teachers and assistants

**Title II Part A**

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Instructional Labs	Teachers will have the opportunity to participate in instructional labs centered on improving instruction	Professional Learning	Tier 1	Implement	09/06/2016	06/16/2017	\$3600	Classroom Teachers, learning coaches, and math consultant
Instructional Labs	Teachers will be provided the opportunity to participate in instructional labs centered on improving instruction.	Professional Learning	Tier 1	Implement	09/06/2016	06/16/2017	\$1200	Learning Coaches, Classroom teachers, ELA Consultant
Learning Coaches	Learning Coaches will provide support in instructional growth to teachers through student-centered learning labs, small group and one-on-one job embedded professional learning	Professional Learning	Tier 1	Monitor	08/25/2016	06/16/2017	\$50000	Classroom Teachers, learning coaches, and CIA department
Learning Coaches	Learning Coaches will provide support in instructional growth to teachers through student-centered learning labs, small group, and one-on-one job embedded professional learning	Professional Learning	Tier 1	Monitor	09/06/2016	06/16/2017	\$20000	Learning Coaches, CIA Department, Classroom Teachers

**No Funding Required**

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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Principal Professional Learning	Principals will engage in professional learning alongside their teachers, colleagues, and CIA staff to build common language and understanding in order to provide feedback to teachers to improve the quality of instruction.	Professional Learning	Tier 1	Implement	09/08/2015	06/17/2016	\$0	Central office staff, Learning Coaches, curriculum consultants, building administrators
Administrator Partnerships	Central office instructional administrators will observe classroom teachers alongside building administrators and provide feedback to building administrators on the quality and accuracy of the feedback provided to the classroom teacher	Professional Learning	Tier 1	Implement	09/08/2015	06/17/2016	\$0	Central Office Staff and Building Administrators
Instructional Labs	Teachers will be provided the opportunity to participate in instructional labs centered on improving instruction.	Professional Learning	Tier 1	Monitor	09/06/2016	06/16/2017	\$0	Learning Coaches, classroom teachers, ELA Consultant
Administrator Partnerships	Central office instructional administrators observe classroom teachers alongside building administrators and provide feedback to building administrators on the quality and accuracy of the feedback provided to the classroom teacher	Professional Learning	Tier 1	Implement	09/06/2016	06/16/2017	\$0	Building Administrator and central office staff
ELL Differentiated Instruction	Leveled ELL courses will be created from baseline data from the WIDA to support individual students learning needs. Continued use of technology to support language acquisition and to meet student learning needs will be utilized to support learning.	Academic Support Program	Tier 2	Implement	09/06/2016	06/16/2017	\$0	Classroom teacher
Train staff to enable them to teach the behavior expectation matrix.	To support the identified three core behavioral values for our school, being safe, being respectful, and being responsible, staff will utilize the previously developed matrixes in various areas of the building to review with students behavior expectations and values. Staff training and the teaching of these behavioral expectations is an ongoing process.	Implementation, Behavioral Support Program	Tier 1	Monitor	09/06/2016	06/16/2017	\$0	PBIS Committee
Administrator Partnerships	Central office instructional administrators will observe classroom teachers alongside building administrators and provide feedback to building administrators on the quality and accuracy of the feedback provided to the classroom teacher.	Professional Learning	Tier 1	Implement	09/08/2015	06/17/2016	\$0	Central office staff, building administrators

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Lesson Design and Formative Assessment	Teachers will participate in professional learning focusing on incorporating strong lesson design and frequent formative assessments.	Professional Learning	Tier 1	Monitor	09/06/2016	06/16/2017	\$0	All classroom teachers, curriculum consultants, learning coaches, central office and building administrators
Non-Fiction Writing Initiative	Teachers will use the graphic organizers and sentence stems the district implemented to continue student exposure and mastery of non-fiction writing.	Professional Learning	Tier 1	Evaluate	09/06/2016	06/16/2017	\$0	Classroom teachers, building administrators, curriculum consultants
Academic Center	Students not meeting math proficiency standards will participate in an academic center with a focus on remediating math skills, and supporting new learning	Academic Support Program	Tier 2	Monitor	09/06/2016	06/16/2017	\$0	Building administration and Academic Center mentor teachers
Learning Targets	Teachers will utilize the LTTA daily when designing and delivering lessons for students.	Direct Instruction, Communication	Tier 1	Monitor	09/06/2016	06/16/2017	\$0	All classroom teachers and building administrators
Established Data Collection System	A data collection system for staff to use that includes key areas of concern is established based on areas of need in the building. Data is collected periodically to track student behavior. Student truancy in comparison to student achievement data will also be collected as well.	Implementation	Tier 1	Monitor	09/06/2016	06/16/2017	\$0	PBIS Committee
Academic Center	High school students struggling with writing will participate in an Academic Center or support period with a focus on writing strategies and remediation.	Academic Support Program	Tier 2	Implement	09/06/2016	06/16/2017	\$0	Academic Center mentors, classroom teachers, building administrators

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Learning Targets	All teachers will utilize the LTTA daily when designing and delivering lessons for students.	Direct Instruction	Tier 1	Monitor	09/06/2016	06/16/2017	\$0	Classroom teachers, building administrators, Teacher Leader
Implementation of Classroom, Office, and Hallway Procedures/Policies	Classroom, office, and hallway staff will form, with student input, procedures and policies to align with each of the 4 Corsair Way expectations. Behaviors and strategies will be articulated to assist students in forming or improving good habits and utilizing decision making skills that benefit their academic progress.	Academic Support Program, Policy and Process	Tier 1	Implement	09/06/2016	06/16/2017	\$0	All staff members
Monitoring of Writing Initiative	Principals will conduct walkthroughs to monitor effective implementation of the writing initiative. They will also monitor through growth on district writing prompts.	Monitor	Tier 1	Monitor	09/06/2016	06/16/2017	\$0	building administrators, central office staff
Principal Professional Learning	Principals will engage in district professional learning opportunities alongside their teachers, colleagues, and CIA staff to build common language and understanding in order to provide feedback to teachers and ensure quality of teaching	Professional Learning	Tier 1	Implement	06/24/2016	06/16/2017	\$0	Building administrators, central office, learning coaches, curriculum consultants
Lesson Design and Formative Assessment	Teachers will participate in professional learning focusing on incorporating strong lesson design and frequent formative assessments.	Professional Learning	Tier 1	Monitor	09/06/2016	06/16/2017	\$0	Curriculum consultants, Learning Coaches, central office and building administrators, classroom teachers
Principal Professional Learning	Principals will engage in professional learning alongside their teachers, colleagues, and CIA to build common language and understanding in order to provide feedback to teachers to improve the quality of instruction	Professional Learning	Tier 1	Implement	09/08/2015	06/17/2016	\$0	Central Office Staff, Learning Coaches, Building Administrators

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Learning Targets	All teachers will utilize the LTTA daily when designing and delivering lessons for students	Direct Instruction	Tier 1	Monitor	09/06/2016	06/16/2017	\$0	Central office, CIA staff, Building Principals, PLC Leaders, Classroom Teachers
Establish and Communicate Expectations for Academic Success	Introduce set of 4 expectations: signage in halls and throughout building; teaching staff consistently communicating the message to align with classroom policies; office and hallway staff consistently communicating the message to align with office and hallway procedures.	Academic Support Program, Policy and Process	Tier 1	Implement	09/06/2016	06/16/2017	\$0	All staff members
Progress Monitoring	Teachers will administer and collect three writing samples throughout the year in order to gauge non-fiction writing growth from September through June. Results will be used to improve core instruction.	Monitor	Tier 1	Monitor	09/06/2016	06/16/2017	\$0	Classroom teachers, building administrators
Learning Targets	All teachers will utilize the LTTA daily when designing and delivering lessons for students	Direct Instruction	Tier 1	Monitor	09/06/2016	06/16/2017	\$0	Building administrators and classroom teachers
Lesson Design and Formative Assessment	Teachers will participate in professional learning focusing on incorporating strong lesson design and frequent formative assessments	Professional Learning	Tier 1	Monitor	09/06/2016	06/16/2017	\$0	Curriculum Consultants, Learning Coaches, Central Office Administrators, Classroom Teachers, Building Administrators

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Lesson Design and Formative Assessment	Teachers will participate in professional learning focusing in incorporating strong lesson design and frequent formative assessments	Professional Learning	Tier 1	Monitor	09/06/2016	06/16/2017	\$0	Curriculum consultants , learning coaches, central office administrators, building principals and classroom teachers
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**Title I Part A**

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Learning Coaches	Learning coaches will provide support in instructional growth to teachers through student-centered learning labs, small group and one-on-one job embedded professional learning.	Professional Learning	Tier 1	Monitor	09/06/2016	06/16/2017	\$20000	Learning Coaches, CIA Department , classroom teachers