

Pierce SIP 2017-2018

Pierce Middle School

Waterford School District

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TABLE OF CONTENTS

| | |
|---|----|
| Overview | 1 |
| Goals Summary | 2 |
| Goal 1: Reading Goal: All students will become proficient readers..... | 3 |
| Goal 2: Writing Goal | 8 |
| Goal 3: Math Goal..... | 14 |
| Goal 4: All students will be engaged in their education and confident in their ability to be successful | 20 |
| Activity Summary by Funding Source..... | 23 |

Overview

Plan Name

Pierce SIP 2017-2018

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 | Reading Goal: All students will become proficient readers. | Objectives: 2 Strategies: 4 Activities: 10 | Academic | \$0 |
| 2 | Writing Goal | Objectives: 2 Strategies: 5 Activities: 13 | Academic | \$0 |
| 3 | Math Goal | Objectives: 2 Strategies: 6 Activities: 11 | Academic | \$0 |
| 4 | All students will be engaged in their education and confident in their ability to be successful | Objectives: 1 Strategies: 2 Activities: 3 | Organizational | \$0 |

Goal 1: Reading Goal: All students will become proficient readers.

Measurable Objective 1:

A 10% increase of Sixth, Seventh and Eighth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in reading across the curriculum in English Language Arts by 06/16/2017 as measured by the NWEA MAP Assessments .

(shared) Strategy 1:

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

Category:

Research Cited: Allington, R. and Cunningham, P. (2012) Classrooms that Work: They can all read and write, 5th Edition. New York, NY: Pearson Moss, C., Brookhart, S., (2012). LearningTargets: Helping Students Aim Understanding in Today's Lesson. Alexandria, VA. ASCD.

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

Allington, R. (2011) What Really Matters for Struggling Readers. New York, NY: Pearson 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., and Ventura, S. (2010) The Big Picture: Looking at Data Teams Through a Collaborative Lens. Englewood, CO: Lead and Learn Press 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 - Data Team Protocols | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------------|--------|-----------|------------|------------|-------------------|-------------------|---------------------------------|
| Teachers and administrators will continue to participate in professional learning surrounding Data Team Protocols. PLC leaders and administrators will monitor implementation of the protocol. | Academic Support Program | Tier 1 | Implement | 09/12/2016 | 06/16/2017 | \$0 | General Fund | All staff will be responsible . |

| Activity - Instructional Lab | 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 | | 09/12/2016 | 06/16/2017 | \$0 | No Funding Required | Learning Coaches, classroom teachers and ELA consultant |

Pierce SIP 2017-2018

Pierce Middle School

| 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 | | 09/12/2016 | 06/16/2017 | \$0 | No Funding Required | 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 | Implement | 09/12/2016 | 06/12/2017 | \$0 | No Funding Required | Curriculum Consultants, Learning Coaches, Central Office Administrators, Classroom Teachers, Building Administrators |

| 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 | Implement | 09/12/2016 | 06/12/2017 | \$0 | No Funding Required | Learning Coaches, CIA Department, Classroom Teachers |

| Activity - Reading/Writing Lab | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------------|--------|---------|------------|------------|-------------------|-------------------|------------------------|
| Struggling students will participate in writing lab in addition to the standard instruction. This intervention will be above and beyond the general curriculum with teachers and assistants providing remediation and addressing their needs. The program will use the Compass instructional intervention program to differentiate instruction. | Academic Support Program | Tier 2 | Monitor | 09/12/2016 | 06/16/2017 | \$0 | Section 31a | Language Arts teachers |

(shared) Strategy 2:

Deconstructing and prioritizing - By having students go through a piece of informational text and be able to break down the different components and prioritize them in order of necessity and importance, students will increase comprehension, and overall ability to work through informational texts as a whole.

Category:

Tier: Tier 1

| Activity - Use of coding text | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------------|--------|-----------|------------|------------|-------------------|-------------------|--------------------------------|
| Text coding is a strategy used to help students keep track of thinking while they are reading. Students use a simple coding system to mark the text and record what they are thinking either in the margins or on post-it notes. As students make connections, self-question, and respond to what they are reading, they are self-monitoring their comprehension and enhancing long term understanding. | Academic Support Program | Tier 1 | Implement | 09/12/2016 | 06/16/2017 | \$0 | General Fund | all staff in all content areas |

(shared) Strategy 3:

Reading and Annotation - All teachers will explicitly teach and embed annotating of text across all content areas to construct meaning.

Category:

Research Cited: Closing in on Close Reading. Nancy Boyles

Tier: Tier 1

| Activity - Annotation Anchor Charts | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---------------|--------|-----------|------------|------------|-------------------|---------------------|--------------------|
| All staff will create and post annotation anchor chart in their classrooms. | Materials | Tier 1 | Implement | 09/12/2016 | 06/16/2017 | \$0 | No Funding Required | All building staff |

Strategy 4:

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:

Tier: Tier 1

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

Pierce SIP 2017-2018

Pierce Middle School

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|--|-----------------------|--------|-----------|------------|------------|-----|---------------------|---|
| 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 | 09/12/2016 | 06/16/2017 | \$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 buildings administrators on the quality and accuracy of the feedback provided to the classroom teacher. | Professional Learning | Tier 1 | Implement | 09/12/2016 | 06/16/2017 | \$0 | No Funding Required | Central Office Staff, Building Administrators |

Measurable Objective 2:

A 10% increase of Black or African-American, Economically Disadvantaged, Hispanic or Latino and English Learners 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:

Research Cited: Allington, R. and Cunningham, P. (2012) Classrooms that Work: They can all read and write, 5th Edition. New York, NY: Pearson Moss, C., Brookhart, S., (2012). LearningTargets: Helping Students Aim Understanding in Today's Lesson. Alexandria, VA. ASCD.

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

Allington, R. (2011) What Really Matters for Struggling Readers. New York, NY: Pearson 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., and Ventura, S. (2010) The Big Picture: Looking at Data Teams Through a Collaborative Lens. Englewood, CO: Lead and Learn Press 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 - Data Team Protocols | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------------|--------|-----------|------------|------------|-------------------|-------------------|-------------------------------|
| Teachers and administrators will continue to participate in professional learning surrounding Data Team Protocols. PLC leaders and administrators will monitor implementation of the protocol. | Academic Support Program | Tier 1 | Implement | 09/12/2016 | 06/16/2017 | \$0 | General Fund | All staff will be responsible |

Pierce SIP 2017-2018

Pierce Middle School

| Activity - Instructional Lab | 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 | | 09/12/2016 | 06/16/2017 | \$0 | No Funding Required | Learning Coaches, classroom teachers and 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 | | 09/12/2016 | 06/16/2017 | \$0 | No Funding Required | 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 | Implement | 09/12/2016 | 06/12/2017 | \$0 | No Funding Required | Curriculum Consultants, Learning Coaches, Central Office Administrators, Classroom Teachers, Building Administrators |

| 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 | Implement | 09/12/2016 | 06/12/2017 | \$0 | No Funding Required | Learning Coaches, CIA Department, Classroom Teachers |

| Activity - Reading/Writing Lab | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------------|--------|---------|------------|------------|-------------------|-------------------|------------------------|
| Struggling students will participate in writing lab in addition to the standard instruction. This intervention will be above and beyond the general curriculum with teachers and assistants providing remediation and addressing their needs. The program will use the Compass instructional intervention program to differentiate instruction. | Academic Support Program | Tier 2 | Monitor | 09/12/2016 | 06/16/2017 | \$0 | Section 31a | Language Arts teachers |

(shared) Strategy 2:

Deconstructing and prioritizing - By having students go through a piece of informational text and be able to break down the different components and prioritize them in order of necessity and importance, students will increase comprehension, and overall ability to work through informational texts as a whole.

Category:

Tier: Tier 1

| Activity - Use of coding text | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------------|--------|-----------|------------|------------|-------------------|-------------------|--------------------------------|
| Text coding is a strategy used to help students keep track of thinking while they are reading. Students use a simple coding system to mark the text and record what they are thinking either in the margins or on post-it notes. As students make connections, self-question, and respond to what they are reading, they are self-monitoring their comprehension and enhancing long term understanding. | Academic Support Program | Tier 1 | Implement | 09/12/2016 | 06/16/2017 | \$0 | General Fund | all staff in all content areas |

(shared) Strategy 3:

Reading and Annotation - All teachers will explicitly teach and embed annotating of text across all content areas to construct meaning.

Category:

Research Cited: Closing in on Close Reading. Nancy Boyles

Tier: Tier 1

| Activity - Annotation Anchor Charts | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---------------|--------|-----------|------------|------------|-------------------|---------------------|--------------------|
| All staff will create and post annotation anchor chart in their classrooms. | Materials | Tier 1 | Implement | 09/12/2016 | 06/16/2017 | \$0 | No Funding Required | All building staff |

Goal 2: Writing Goal

Measurable Objective 1:

A 10% increase of Sixth, Seventh and Eighth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency on the WSD analytic rubric in non-fiction writing in English Language Arts by 06/16/2017 as measured by growth of one level in one category. .

Strategy 1:

Model writing using different text structures - "Teaching students to recognize common text structures found in expository texts can help students monitor their comprehension. Attempting to identify the text structure early on in the reading of a new text encourages the reader to question how subsequent sections of the text fit into the identified text structure. "

Category:

Research Cited: <http://www.nea.org/tools/using-text-structure.html>

Tier: Tier 1

| Activity - Writing prompts administered and scored each marking period | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|----------------|--------|-----------|------------|------------|-------------------|-------------------|------------------------------------|
| Writing prompts administered and scored each marking period. Being able to progress monitor is crucial to student achievement and for planning for instructional delivery. | Implementation | Tier 1 | Implement | 09/12/2016 | 06/16/2017 | \$0 | General Fund | All teachers in all content areas. |

Strategy 2:

Create common writing prompts by grade and subject - By selecting common writing prompts among grade levels and subject areas, assessing/scoring will improve as staff will be able to speak to aligning their scoring decisions and guidelines. Feedback will increase from teacher to student with this strategy as well as after talking to one another, teachers will be able to gain information from the writings, identify misconceptions, and give more productive feedback.

Category:

Tier: Tier 1

| Activity - Grade levels creating common writing prompts | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|----------------|------|---------|------------|------------|-------------------|-------------------|------------------------------------|
| By creating common writing prompts by grade level and subject area, teachers will be able to align their practices, which will lead to better feedback for the students. | Implementation | | Monitor | 09/12/2016 | 06/16/2017 | \$0 | General Fund | All teachers in all subject areas. |

(shared) Strategy 3:

Core Writing Instruction - Core Writing Instruction-Teachers will use the graphic organizers the district implemented to continue student exposure and mastery of non-

fiction writing.

Category:

Research Cited: Marzano, DuFour, Reeves

Tier: Tier 1

| Activity - Data Teams Process | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|-----------------------|--------|-----------|------------|------------|-------------------|---------------------|--|
| Teachers and administrators will continue to participate in professional learning surround Data Team Process. PLC leaders and administrators will monitor implementation of the process. | Monitor | Tier 1 | Implement | 09/12/2016 | 06/16/2017 | \$0 | No Funding Required | PLC Leaders Classroom Teachers Building Administrators Central Office Staff |
| 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 | Implement | 09/12/2016 | 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 be provided the opportunity to participate in instructional labs centered on improving instruction. | Professional Learning | Tier 1 | Implement | 09/12/2016 | 06/12/2017 | \$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 | | 09/12/2016 | 06/16/2017 | \$0 | No Funding Required | Learning Coaches, CIA Department, Classroom Teachers |

Pierce SIP 2017-2018

Pierce Middle School

| 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 | Implement | 09/12/2016 | 06/16/2017 | \$0 | No Funding Required | Curriculum Consultants Learning Coaches, Central Office Administrators, Classroom Teachers, Building Administrators |
| 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 | Implement | 09/12/2016 | 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 nonfiction writing growth from September through June. Results will be used to improve core instruction. | Implementation | Tier 1 | | 09/12/2016 | 06/16/2017 | \$0 | No Funding Required | Classroom Teachers, Building principal |

Measurable Objective 2:

A 10% increase of Black or African-American, Bottom 30%, Hispanic or Latino and Students with Disabilities students will demonstrate a proficiency writing non-fiction text in English Language Arts in Writing by 06/16/2017 as measured by WSD Assessment Rubrics.

Strategy 1:

Targeted Instruction - Students not demonstrating sufficient growth based on the building writing prompts, or proficient achievement on standardized assessments, will participate in interventions either within the classroom or in small group instruction.

Category:

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

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

Tier: Tier 2

Pierce SIP 2017-2018

Pierce Middle School

| Activity - Reading/Writing Labs | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------------|--------|---------|------------|------------|-------------------|-------------------|------------------------------|
| Struggling students will participate in writing lab in addition to the standard instruction. This intervention will be above and beyond the general curriculum with teachers and assistants providing remediation and addressing their needs. The Compass instructional intervention program will be used to differentiate instruction. | Academic Support Program | Tier 2 | Monitor | 09/12/2016 | 06/16/2017 | \$0 | General Fund | Language Arts teaching staff |

(shared) Strategy 2:

Core Writing Instruction - Core Writing Instruction-Teachers will use the graphic organizers the district implemented to continue student exposure and mastery of non-fiction writing.

Category:

Research Cited: Marzano, DuFour, Reeves

Tier: Tier 1

| Activity - Data Teams Process | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|---------------|--------|-----------|------------|------------|-------------------|---------------------|--|
| Teachers and administrators will continue to participate in professional learning surround Data Team Process. PLC leaders and administrators will monitor implementation of the process. | Monitor | Tier 1 | Implement | 09/12/2016 | 06/16/2017 | \$0 | No Funding Required | PLC Leaders Classroom Teachers Building Administrators Central Office Staff |

| 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 | Implement | 09/12/2016 | 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 |
|-------------------------------|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
|-------------------------------|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|

Pierce SIP 2017-2018

Pierce Middle School

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|--|-----------------------|-------------|--------------|-------------------|-----------------|--------------------------|--------------------------|---|
| Teachers will be provided the opportunity to participate in instructional labs centered on improving instruction. | Professional Learning | Tier 1 | Implement | 09/12/2016 | 06/12/2017 | \$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 | | 09/12/2016 | 06/16/2017 | \$0 | No Funding Required | Learning Coaches, CIA Department, 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 | Implement | 09/12/2016 | 06/16/2017 | \$0 | No Funding Required | Curriculum Consultants Learning Coaches, Central Office Administrators, Classroom Teachers, Building Administrators |
| 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 | Implement | 09/12/2016 | 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 |

Pierce SIP 2017-2018

Pierce Middle School

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|---|--------------------|--------|--|------------|------------|-----|------------------------|---|
| Teachers will administer and collect three writing samples throughout the year in order to gauge nonfiction writing growth from September through June. Results will be used to improve core instruction. | Implementa tion | Tier 1 | | 09/12/2016 | 06/16/2017 | \$0 | No Funding Required | Classroom Teachers, Building principal |
|---|--------------------|--------|--|------------|------------|-----|------------------------|---|

Strategy 3:

Instructional Monitoring and Feedback - Principals will conduct walkthroughs to monitor effective implementation of the writing initiative. They will also monitor through growth on district writing prompts.

Category:

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 staff to build common language and understanding in order to provide feedback to teachers to improve the quality of instruction. | Professiona l Learning | Tier 1 | Implement | 09/12/2016 | 06/16/2017 | \$0 | No Funding Required | Central Staff Central Office Learning Coaches Curriculum Consultants Building Administrat ors. |

| Activity - Monitoring of Writing Initiative | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------|--------|-----------|------------|------------|-------------------|------------------------|---|
| Principals will conduct walkthroughs to monitor effective implementation of the writing initiative. They will also monitor through growth on district writing prompts. | Implementa tion | Tier 1 | Implement | 09/12/2016 | 06/16/2017 | \$0 | No Funding Required | Building administrat ors and Central Office |

| 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. | Implementa tion | Tier 1 | | 09/12/2016 | 06/16/2017 | \$0 | No Funding Required | Central Office Staff Building Administrat ors. |

Goal 3: Math Goal

Measurable Objective 1:

A 10% increase of Sixth, Seventh and Eighth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in concepts in Mathematics by 06/16/2017 as measured by NWEA.

Strategy 1:

Students will keep and develop a list of content specific vocabulary words. - By attempting to prevent students from becoming bogged down in mathematical "lingo", they will be able to focus on the skill at hand, thus increasing their accuracy.

Category:

Tier: Tier 1

| Activity - Vocabulary Direct Instruction | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------|--------|-----------|------------|------------|-------------------|-------------------|-------------------|
| Teachers will deliver instruction to students to increase current levels of knowledge. In order to evaluate growth, pre and post tests will be utilized for data sets. Pre test results are also utilized so that teachers can map out more accurate instructional delivery as well as differentiation strategies. | Direct Instruction | Tier 1 | Implement | 09/12/2016 | 06/16/2017 | \$0 | General Fund | All math teachers |

Strategy 2:

Decoding math problems - By teaching students how to decode math problems, especially with the newly designed assessments from the CCSS, they will better be able to increase their stamina, reduce anxiety, and increase accuracy.

Category:

Research Cited: <http://www.insidemathematics.org/index.php/standard-1>

Tier: Tier 1

| Activity - Develop rubrics for evaluating tasks | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|---------------|--------|----------|------------|------------|-------------------|-------------------|-------------------|
| Teachers will develop rubrics and evaluative tasks to better gauge student performance, and increase the feedback accuracy for students. | Materials | Tier 1 | Evaluate | 09/12/2016 | 06/16/2017 | \$0 | General Fund | Math teachers |

Strategy 3:

"Talk Moves" - All teachers will implement Talk Moves to increase and deepen student discourse

Category:

Research Cited: Five Practices for Orchestrating Productive Mathematics Discussions. Margaret S. Smith and Mary K. Stein.

Tier: Tier 1

| Activity - Data Team Process | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|-----------------------|--------|-----------|------------|------------|-------------------|---------------------|-------------------|
| Teachers will utilize PLC/Data team to focus on implementing and monitoring the prioritized talk moves. | Teacher Collaboration | Tier 1 | Implement | 09/12/2016 | 06/16/2017 | \$0 | No Funding Required | All math staff |

(shared) Strategy 4:

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: 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 - Grade level/Course Meetings | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|-----------------------|--------|-----------|------------|------------|-------------------|---------------------|---|
| Teachers of grades 3-7 will gather by grade level two times through the course of the year to strengthen the delivery of units of study, eight math practices and math content. | Professional Learning | Tier 1 | Implement | 09/12/2016 | 06/16/2017 | \$0 | No Funding Required | Math Curriculum Consultant, Classroom Teachers, Building Administrators |

| Activity - Data Teams | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|-----------------------|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
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Pierce SIP 2017-2018

Pierce Middle School

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|---|---------|--------|-----------|------------|------------|-----|---------------------|---|
| Teachers and administrators will continue to participate in professional learning surrounding Data Team Process. PLC leaders and administrators will monitor implementation of the process. | Monitor | Tier 1 | Implement | 09/12/2016 | 06/16/2017 | \$0 | No Funding Required | PLC Leaders, Classroom Teacher, Building Administrators, Central Office Staff |
|---|---------|--------|-----------|------------|------------|-----|---------------------|---|

| Activity - Lesson Design and Formative Assessment | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|-----------------------|--------|-----------|------------|------------|-------------------|---------------------|--|
| Teachers will participate professional learning focusing in incorporating strong lesson design and frequent formative assessments. | Professional Learning | Tier 1 | Implement | 09/12/2016 | 06/16/2017 | \$0 | No Funding Required | Curriculum Consultants, Learning Coaches, Central Office Administrators, Building Administrators, 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 | 09/12/2016 | 06/16/2017 | \$0 | No Funding Required | Math Consultant, Learning Coaches, Classroom Teachers |

| 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 | Implement | 09/12/2016 | 06/16/2017 | \$0 | No Funding Required | Building Administrators and Classroom Teachers |

Strategy 5:

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:ASCDE Van de Walle J. (2011) Teaching Student Centered Mathematics. New York, NY: Pearson
 Tier: Tier 1

| Activity - Math Lab | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------------|--------|-------|------------|------------|-------------------|---------------------|---------------------------------------|
| Secondary students not meeting math proficiency standards will participate in a math lab with a focus on remediation and basic math skills based on individual needs. Teachers will use the Compass instructional intervention program to differentiate instruction. | Academic Support Program | Tier 1 | | 09/12/2016 | 06/16/2017 | \$0 | No Funding Required | Math Lab Teacher, Math Lab Assistants |

Measurable Objective 2:

A 10% increase of Black or African-American, Economically Disadvantaged, Hispanic or Latino, Students with Disabilities and English Learners students will demonstrate a proficiency in math 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: 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 - Grade level/Course Meetings | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|-----------------------|--------|-----------|------------|------------|-------------------|---------------------|---|
| Teachers of grades 3-7 will gather by grade level two times through the course of the year to strengthen the delivery of units of study, eight math practices and math content. | Professional Learning | Tier 1 | Implement | 09/12/2016 | 06/16/2017 | \$0 | No Funding Required | Math Curriculum Consultant, Classroom Teachers, Building Administrators |

| Activity - Data Teams | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|-----------------------|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
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Pierce SIP 2017-2018

Pierce Middle School

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|---|---------|--------|-----------|------------|------------|-----|---------------------|---|
| Teachers and administrators will continue to participate in professional learning surrounding Data Team Process. PLC leaders and administrators will monitor implementation of the process. | Monitor | Tier 1 | Implement | 09/12/2016 | 06/16/2017 | \$0 | No Funding Required | PLC Leaders, Classroom Teacher, Building Administrators, Central Office Staff |
|---|---------|--------|-----------|------------|------------|-----|---------------------|---|

| Activity - Lesson Design and Formative Assessment | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|-----------------------|--------|-----------|------------|------------|-------------------|---------------------|--|
| Teachers will participate professional learning focusing in incorporating strong lesson design and frequent formative assessments. | Professional Learning | Tier 1 | Implement | 09/12/2016 | 06/16/2017 | \$0 | No Funding Required | Curriculum Consultants, Learning Coaches, Central Office Administrators, Building Administrators, 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 | 09/12/2016 | 06/16/2017 | \$0 | No Funding Required | Math Consultant, Learning Coaches, Classroom Teachers |

| 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 | Implement | 09/12/2016 | 06/16/2017 | \$0 | No Funding Required | Building Administrators 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, Alexandria, VA: ASCD

Schmoker, M. (2011) Focus: Elevating the Essentials To Radically Improve Student Learning, 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

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 | 09/12/2016 | 06/16/2017 | \$0 | No Funding Required | Central Office Staff and Building Administrators |

| 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 to ensure quality teaching. | Professional Learning | Tier 1 | Implement | 06/17/2015 | 06/17/2016 | \$0 | No Funding Required | Central Office, Learning Coaches, Curriculum Consultants, and Building Administrators |

Goal 4: All students will be engaged in their education and confident in their ability to be successful

Measurable Objective 1:

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

Strategy 1:

Culture and Climate - Teachers and Administrators will participate in professional learning and implement processes surrounding improving the culture and climate of our building.

Category:

Research Cited: Covey, S. (2008) The Speed of Trust. New York, NY: CoveyLink

Marzano, R. and McNulty, B. (2005) School Leadership that Works: From Research to Results. Alexandria, VA: ASCD

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

Tier: Tier 1

| Activity - Positive Behavior Support | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|----------------------------|--------|-----------|------------|------------|-------------------|---------------------|--------------------------------------|
| Staff and students will participate in training and implementation of the Positive Behavior Support (PBIS) Program | Behavioral Support Program | Tier 1 | Implement | 09/12/2016 | 06/16/2017 | \$0 | No Funding Required | Teachers and building administrators |

Strategy 2:

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 Aims For Understanding in Today's Lesson, Alexandria:ASCD

Frey, N., Fisher, D. (2011) The Formative Assessment Action Plan: Practical Steps to More Successful Teaching and Learning, Alexandria, BA: 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 | Tier 1 | Implement | 09/12/2016 | 06/16/2017 | \$0 | No Funding Required | Classroom teachers and building administrators. |

Pierce SIP 2017-2018

Pierce Middle School

| 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 | Implement | 09/12/2016 | 06/16/2017 | \$0 | No Funding Required | Curriculum Consultants, Learning Coaches, Central Office Administrators, Classroom Teachers, Building Administrators |

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 |
|--|---|--------------------------|--------|-----------|------------|------------|-------------------|------------------------------------|
| Use of coding text | Text coding is a strategy used to help students keep track of thinking while they are reading. Students use a simple coding system to mark the text and record what they are thinking either in the margins or on post-it notes. As students make connections, self-question, and respond to what they are reading, they are self-monitoring their comprehension and enhancing long term understanding. | Academic Support Program | Tier 1 | Implement | 09/12/2016 | 06/16/2017 | \$0 | all staff in all content areas |
| Develop rubrics for evaluating tasks | Teachers will develop rubrics and evaluative tasks to better gauge student performance, and increase the feedback accuracy for students. | Materials | Tier 1 | Evaluate | 09/12/2016 | 06/16/2017 | \$0 | Math teachers |
| Reading/Writing Labs | Struggling students will participate in writing lab in addition to the standard instruction. This intervention will be above and beyond the general curriculum with teachers and assistants providing remediation and addressing their needs. The Compass instructional intervention program will be used to differentiate instruction. | Academic Support Program | Tier 2 | Monitor | 09/12/2016 | 06/16/2017 | \$0 | Language Arts teaching staff |
| Grade levels creating common writing prompts | By creating common writing prompts by grade level and subject area, teachers will be able to align their practices, which will lead to better feedback for the students. | Implementation | | Monitor | 09/12/2016 | 06/16/2017 | \$0 | All teachers in all subject areas. |
| Data Team Protocols | Teachers and administrators will continue to participate in professional learning surrounding Data Team Protocols. PLC leaders and administrators will monitor implementation of the protocol. | Academic Support Program | Tier 1 | Implement | 09/12/2016 | 06/16/2017 | \$0 | All staff will be responsible. |
| Vocabulary Direct Instruction | Teachers will deliver instruction to students to increase current levels of knowledge. In order to evaluate growth, pre and post tests will be utilized for data sets. Pre test results are also utilized so that teachers can map out more accurate instructional delivery as well as differentiation strategies. | Direct Instruction | Tier 1 | Implement | 09/12/2016 | 06/16/2017 | \$0 | All math teachers |

Pierce SIP 2017-2018

Pierce Middle School

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|---|--|----------------|--------|-----------|------------|------------|-----|------------------------------------|
| Writing prompts administered and scored each marking period | Writing prompts administered and scored each marking period. Being able to progress monitor is crucial to student achievement and for planning for instructional delivery. | Implementation | Tier 1 | Implement | 09/12/2016 | 06/16/2017 | \$0 | All teachers in all content areas. |
|---|--|----------------|--------|-----------|------------|------------|-----|------------------------------------|

Section 31a

| Activity Name | Activity Description | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Staff Responsible |
|---------------------|---|--------------------------|--------|---------|------------|------------|-------------------|------------------------|
| Reading/Writing Lab | Struggling students will participate in writing lab in addition to the standard instruction. This intervention will be above and beyond the general curriculum with teachers and assistants providing remediation and addressing their needs. The program will use the Compass instructional intervention program to differentiate instruction. | Academic Support Program | Tier 2 | Monitor | 09/12/2016 | 06/16/2017 | \$0 | Language Arts teachers |

No Funding Required

| Activity Name | Activity Description | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Staff Responsible |
|----------------------------|---|-----------------------|--------|-----------|------------|------------|-------------------|--|
| Learning Targets | All teachers will utilize the LTTA daily when designing and delivering lessons for students. | Direct Instruction | Tier 1 | Implement | 09/12/2016 | 06/16/2017 | \$0 | Building Administrators and Classroom Teachers |
| Progress Monitoring | Teachers will administer and collect three writing samples throughout the year in order to gauge nonfiction writing growth from September through June. Results will be used to improve core instruction. | Implementation | Tier 1 | | 09/12/2016 | 06/16/2017 | \$0 | Classroom Teachers, Building principal |
| Administrator Partnerships | Central office instructional administrators will observe classroom teachers alongside building administrators and provide feedback to buildings administrators on the quality and accuracy of the feedback provided to the classroom teacher. | Professional Learning | Tier 1 | Implement | 09/12/2016 | 06/16/2017 | \$0 | Central Office Staff, Building Administrators |

Pierce SIP 2017-2018

Pierce Middle School

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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 | Implement | 09/12/2016 | 06/12/2017 | \$0 | Curriculum Consultants, Learning Coaches, Central Office Administrators, Classroom Teachers, Building Administrators |
| Data Teams | Teachers and administrators will continue to participate in professional learning surrounding Data Team Process. PLC leaders and administrators will monitor implementation of the process. | Monitor | Tier 1 | Implement | 09/12/2016 | 06/16/2017 | \$0 | PLC Leaders, Classroom Teacher, Building Administrators, Central Office Staff |
| 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 | Implement | 09/12/2016 | 06/16/2017 | \$0 | Classroom teachers, Building administrators, Curriculum consultants |
| 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 | Implement | 09/12/2016 | 06/12/2017 | \$0 | Learning Coaches, CIA Department, Classroom Teachers |
| 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 to ensure quality teaching. | Professional Learning | Tier 1 | Implement | 06/17/2015 | 06/17/2016 | \$0 | Central Office, Learning Coaches, Curriculum Consultants, and Building Administrators |
| Data Team Process | Teachers will utilize PLC/Data team to focus on implementing and monitoring the prioritized talk moves. | Teacher Collaboration | Tier 1 | Implement | 09/12/2016 | 06/16/2017 | \$0 | All math staff |

Pierce SIP 2017-2018

Pierce Middle School

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|--|--|-----------------------|--------|-----------|------------|------------|-----|--|
| Data Teams Process | Teachers and administrators will continue to participate in professional learning surround Data Team Process. PLC leaders and administrators will monitor implementation of the process. | Monitor | Tier 1 | Implement | 09/12/2016 | 06/16/2017 | \$0 | PLC Leaders Classroom Teachers Building Administrators Central Office Staff |
| 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 | Implement | 09/12/2016 | 06/16/2017 | \$0 | Curriculum Consultants, Learning Coaches, Central Office Administrators, Classroom Teachers, Building Administrators |
| Instructional Lab | Teachers will be provided the opportunity to participate in instructional labs centered on improving instruction. | Professional Learning | Tier 1 | | 09/12/2016 | 06/16/2017 | \$0 | Learning Coaches, classroom teachers and ELA consultant |
| 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 | 09/12/2016 | 06/16/2017 | \$0 | Central Staff Central Office Learning Coaches Curriculum Consultants Building Administrators. |
| Learning Targets | Teachers will utilize the LTTA daily when designing and delivering lessons for students. | Direct Instruction | Tier 1 | Implement | 09/12/2016 | 06/16/2017 | \$0 | Classroom teachers and building administrators. |

Pierce SIP 2017-2018

Pierce Middle School

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|--|--|-----------------------|--------|-----------|------------|------------|-----|--|
| Lesson Design and Formative Assessment | Teachers will participate professional learning focusing in incorporating strong lesson design and frequent formative assessments. | Professional Learning | Tier 1 | Implement | 09/12/2016 | 06/16/2017 | \$0 | Curriculum Consultants, Learning Coaches, Central Office Administrators, Building Administrators, Classroom Teachers |
| Instructional Labs | Teachers will be provided the opportunity to participate in instructional labs centered on improving instruction. | Professional Learning | Tier 1 | Implement | 09/12/2016 | 06/12/2017 | \$0 | Learning Coaches, Classroom Teachers, ELA Consultant |
| Learning Targets | All teachers will utilize the LTTA daily when designing and delivering lessons for students. | Direct Instruction | Tier 1 | | 09/12/2016 | 06/16/2017 | \$0 | Building Principals PLC leaders 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 | 09/12/2016 | 06/16/2017 | \$0 | Central Office Staff, Learning Coaches, Building Administrators |
| Annotation Anchor Charts | All staff will create and post annotation anchor chart in their classrooms. | Materials | Tier 1 | Implement | 09/12/2016 | 06/16/2017 | \$0 | All building staff |
| Grade level/Course Meetings | Teachers of grades 3-7 will gather by grade level two times through the course of the year to strengthen the delivery of units of study, eight math practices and math content. | Professional Learning | Tier 1 | Implement | 09/12/2016 | 06/16/2017 | \$0 | Math Curriculum Consultant, Classroom Teachers, Building Administrators |

Pierce SIP 2017-2018

Pierce Middle School

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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 | Implement | 09/12/2016 | 06/16/2017 | \$0 | Curriculum Consultants Learning Coaches, Central Office Administrators, Classroom Teachers, Building Administrators |
| 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 | | 09/12/2016 | 06/16/2017 | \$0 | Learning Coaches, CIA Department, Classroom Teachers |
| Math Lab | Secondary students not meeting math proficiency standards will participate in a math lab with a focus on remediation and basic math skills based on individual needs. Teachers will use the Compass instructional intervention program to differentiate instruction. | Academic Support Program | Tier 1 | | 09/12/2016 | 06/16/2017 | \$0 | Math Lab Teacher, Math Lab Assistants |
| 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 | 09/12/2016 | 06/16/2017 | \$0 | Central Office Staff and Building Administrators |
| 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. | Implementation | Tier 1 | Implement | 09/12/2016 | 06/16/2017 | \$0 | Building administrators and Central Office |
| Learning Targets | All teachers will utilize the LTTA daily when designing and delivering lessons for students. | Direct Instruction | Tier 1 | Implement | 09/12/2016 | 06/16/2017 | \$0 | Building Administrators and Classroom Teachers |
| Positive Behavior Support | Staff and students will participate in training and implementation of the Positive Behavior Support (PBIS) Program | Behavioral Support Program | Tier 1 | Implement | 09/12/2016 | 06/16/2017 | \$0 | Teachers and building administrators |

Pierce SIP 2017-2018

Pierce Middle School

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|----------------------------|--|-----------------------|--------|-----------|------------|------------|-----|---|
| Instructional Labs | Teachers will have the opportunity to participate in instructional labs centered on improving instruction. | Professional Learning | Tier 1 | Implement | 09/12/2016 | 06/16/2017 | \$0 | Math Consultant, Learning Coaches, Classroom Teachers |
| 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. | Implementation | Tier 1 | | 09/12/2016 | 06/16/2017 | \$0 | Central Office Staff Building Administrators. |