

# **2018-19 Goals and Plan Mott High School**

Waterford Mott High School

Waterford School District

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Waterford, MI 48328-1526

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## **Overview**

### **Plan Name**

2018-19 Goals and Plan Mott High School

### **Plan Description**

2018-19 SIP

## 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: 8	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: 10	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: 5 Activities: 11	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 increase student growth mathematical concepts in Mathematics by 06/14/2019 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: Mathematics

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	09/04/2018	06/14/2019	\$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	Monitor	09/04/2018	06/14/2019	\$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	09/04/2018	06/14/2019	\$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	09/04/2018	06/14/2019	\$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: Mathematics

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	09/04/2018	06/14/2019	\$50000	Section 31a	Math Lab Teachers
<b>Activity - Edugenuity</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>

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Students not meeting proficiency standards in math will use Edgenuity 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	09/04/2018	06/14/2019	\$7000	Section 31a	Classroom Teachers
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### Measurable Objective 2:

A 10% increase of Ninth and Tenth grade students will increase student growth mathematical concepts in Mathematics by 06/14/2019 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: Mathematics

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	09/04/2018	06/14/2019	\$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	Monitor	09/04/2018	06/14/2019	\$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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## 2018-19 Goals and Plan Mott High School

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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	09/04/2018	06/14/2019	\$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	09/04/2018	06/14/2019	\$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: Mathematics

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

Scmoker, 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

<b>Activity - Administrator Partnerships</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>
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	Monitor	09/04/2018	06/14/2019	\$0	No Funding Required	Building Administrator and 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 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	09/04/2018	06/14/2019	\$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 increase student growth in reading in English Language Arts by 06/14/2019 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

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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	09/04/2018	06/14/2019	\$20000	Title II Part A	Learning Coaches, CIA Department, 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 be provided the opportunity to participate in instructional labs centered on improving instruction.	Professional Learning	Tier 1	Monitor	09/04/2018	06/14/2019	\$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	09/04/2018	06/14/2019	\$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	09/04/2018	06/14/2019	\$0	No Funding Required	Curriculum Consultants, Learning Coaches, Central Office Administrators, Classroom Teachers, Building Administrators

### 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

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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	09/04/2018	06/14/2019	\$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	Monitor	09/04/2018	06/14/2019	\$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 increase student growth in reading in English Language Arts by 06/14/2019 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

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Tier: Tier 1

## 2018-19 Goals and Plan Mott High School

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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	09/04/2018	06/14/2019	\$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	Monitor	09/04/2018	06/14/2019	\$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	09/04/2018	06/14/2019	\$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	09/04/2018	06/14/2019	\$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
Teachers will identify students not making adequate yearly progress in reading and assign them to AARI class to support	Academic Support Program	Tier 2	Monitor	09/04/2018	06/14/2019	\$40000	Section 31a	Classroom Teacher and Counselor
Activity - Edugenuity	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 Edugenuity 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	09/04/2018	06/14/2019	\$8000	Section 31a	Classroom teachers
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	Monitor	09/04/2018	06/14/2019	\$0	No Funding Required	Classroom teacher

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

**Measurable Objective 1:**

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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 06/14/2019 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: English/Language Arts

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	09/04/2018	06/14/2019	\$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	09/04/2018	06/14/2019	\$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
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## 2018-19 Goals and Plan Mott High School

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All teachers will utilize the LTTA daily when designing and delivering lessons for students.	Direct Instruction	Tier 1	Monitor	09/04/2018	06/14/2019	\$0	No Funding Required	Classroom teachers, building administrators
<b>Activity - Instructional Labs</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 provided the opportunity to participate in instructional labs centered on improving instruction.	Professional Learning	Tier 1	Monitor	09/04/2018	06/14/2019	\$0	No Funding Required	Learning Coaches, classroom teachers, ELA Consultant
<b>Activity - Learning Coaches</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>
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	09/04/2018	06/14/2019	\$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	09/04/2018	06/14/2019	\$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: English/Language Arts

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

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

Tier: Tier 1

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.	Monitor	Tier 1	Monitor	09/04/2018	06/14/2019	\$0	No Funding Required	building administrators, 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 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	09/04/2018	06/14/2019	\$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	Monitor	09/04/2018	06/14/2019	\$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 06/14/2019 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: English/Language Arts

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



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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	09/04/2018	06/14/2019	\$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	09/04/2018	06/14/2019	\$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	09/04/2018	06/14/2019	\$0	No Funding Required	Classroom teachers, building administrators
Activity - Instructional Labs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

**2018-19 Goals and Plan Mott High School**

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Teachers will provided the opportunity to participate in instructional labs centered on improving instruction.	Professional Learning	Tier 1	Monitor	09/04/2018	06/14/2019	\$0	No Funding Required	Learning Coaches, classroom teachers, ELA Consultant
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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	09/04/2018	06/14/2019	\$20000	Title I Part A	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	Monitor	09/04/2018	06/14/2019	\$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: English/Language Arts

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
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## 2018-19 Goals and Plan Mott High School

Waterford Mott High School

Struggling secondary school students will participate in the Advanced Adolescent Reading Initiative, 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	Monitor	09/04/2018	06/14/2019	\$68750	Section 31a	Classroom teachers
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### 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 06/14/2019 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. *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 - 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	09/04/2018	06/14/2019	\$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

## 2018-19 Goals and Plan Mott High School

Waterford Mott High School

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	09/04/2018	06/14/2019	\$0	No Funding Required	PBIS Committee
<b>Activity - Positive Acknowledgement/Reinforcement</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>
Developing a sustainable and practical rewards system that recognizes and reinforces the positive behaviors we expect to see daily.	Implementation	Tier 1	Monitor	09/04/2018	06/14/2019	\$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

<b>Activity - After-School Enrichment</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>
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	09/04/2018	06/14/2019	\$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.

## 2018-19 Goals and Plan Mott High School

Waterford Mott High School

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
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	09/04/2018	06/14/2019	\$0	No Funding Required	All staff members
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	09/04/2018	06/14/2019	\$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	09/04/2018	06/14/2019	\$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	09/04/2018	06/14/2019	\$0	No Funding Required	All classroom teachers, curriculum consultants, learning coaches, central office and building administrators
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Activity - SIOP	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in the systematic training of staff working with ELL populations on SIOP strategies in the classroom.	Professional Learning	Tier 1	Implement	09/04/2018	06/14/2019	\$9000	Other	ELL Consultant and Classroom Teachers

**Strategy 5:**

Improve Attendance - Students who reach 5 absences will receive a parent contact from the school, at 7 absences a letter is sent to the home and at 10 absences the district Truancy Officer meets with the parents/guardians of the student. At 20 absences, the student is referred to the Oakland County Court System.

Category: Career and College Ready

Tier: Tier 2

Activity - Attendance Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Building staff members will monitor attendance. Contacts will be made at 5 and 7 absences. A referral to the district Truancy Officer will occur at 10.	Behavioral Support Program	Tier 1		09/04/2018	06/14/2019	\$0	No Funding Required	Building Office Managers, teachers, social workers, Interventionist Counselor, and building principals.

Activity - Truancy Officer	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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**2018-19 Goals and Plan Mott High School**

Waterford Mott High School

<p>The school will continue to work with a family after 10 absences to implement and monitor an improvement plan with the support of the Truancy Officer. At 20 absences, the Truancy Officer makes a referral to the Oakland County court system.</p>	<p>Behavioral Support Program</p>	<p>Tier 2</p>		<p>09/04/2018</p>	<p>06/14/2019</p>	<p>\$0</p>	<p>No Funding Required</p>	<p>Building administrators, Interventionist Counselor, Guidance Counselor, and the District Truancy Officer.</p>
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## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### Section 31a

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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	Monitor	09/04/2018	06/14/2019	\$40000	Classroom Teacher and Counselor
Edugenuity	Students not meeting proficiency standards in math will use Edugenuity 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	09/04/2018	06/14/2019	\$7000	Classroom Teachers
Edugenuity	Students at the secondary level who are not meeting proficiency standards in ELA will use Edugenuity 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	09/04/2018	06/14/2019	\$8000	Classroom teachers
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	09/04/2018	06/14/2019	\$50000	Math Lab Teachers
Reading/Writing Labs	Struggling secondary school students will participate in the Advanced Adolescent Reading Initiative, 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	Monitor	09/04/2018	06/14/2019	\$68750	Classroom teachers

### Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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**2018-19 Goals and Plan Mott High School**

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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	09/04/2018	06/14/2019	\$20000	Learning Coaches, CIA Department, Classroom Teachers
Instructional Labs	Teachers will have the opportunity to participate in instructional labs centered on improving instruction	Professional Learning	Tier 1	Monitor	09/04/2018	06/14/2019	\$3600	Classroom Teachers, learning coaches, and math 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	09/04/2018	06/14/2019	\$50000	Classroom Teachers, learning coaches, and CIA department
Instructional Labs	Teachers will be provided the opportunity to participate in instructional labs centered on improving instruction.	Professional Learning	Tier 1	Monitor	09/04/2018	06/14/2019	\$1200	Learning Coaches, Classroom teachers, ELA Consultant

**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	09/04/2018	06/14/2019	\$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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**2018-19 Goals and Plan Mott High School**

Waterford Mott High School

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	09/04/2018	06/14/2019	\$0	Classroom teachers, building administrators, 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	09/04/2018	06/14/2019	\$0	Curriculum Consultants, Learning Coaches, Central Office Administrators, Classroom Teachers, Building Administrators
Attendance Monitoring	Building staff members will monitor attendance. Contacts will be made at 5 and 7 absences. A referral to the district Truancy Officer will occur at 10.	Behavioral Support Program	Tier 1		09/04/2018	06/14/2019	\$0	Building Office Managers, teachers, social workers, Interventionist Counselor, and building principals.
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	09/04/2018	06/14/2019	\$0	Building administrators, central office, learning coaches, curriculum consultants

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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	09/04/2018	06/14/2019	\$0	Curriculum consultants , learning coaches, central office administrators, building principals and classroom teachers
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	09/04/2018	06/14/2019	\$0	PBIS Committee
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	09/04/2018	06/14/2019	\$0	Curriculum consultants , Learning Coaches, central office and building administrators, classroom teachers
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	09/04/2018	06/14/2019	\$0	building administrators, central office staff
Learning Targets	All teachers will utilize the LTTA daily when designing and delivering lessons for students	Direct Instruction	Tier 1	Monitor	09/04/2018	06/14/2019	\$0	Central office, CIA staff, Building Principals, PLC Leaders, Classroom Teachers

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Truancy Officer	The school will continue to work with a family after 10 absences to implement and monitor an improvement plan with the support of the Truancy Officer. At 20 absences, the Truancy Officer makes a referral to the Oakland County court system.	Behavioral Support Program	Tier 2		09/04/2018	06/14/2019	\$0	Building administrators, Interventionist Counselor, Guidance Counselor, and the District Truancy Officer.
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	09/04/2018	06/14/2019	\$0	All staff members
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	Monitor	09/04/2018	06/14/2019	\$0	Central office staff, building administrators
Learning Targets	All teachers will utilize the LTTA daily when designing and delivering lessons for students	Direct Instruction	Tier 1	Monitor	09/04/2018	06/14/2019	\$0	Building administrators and classroom teachers
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	09/04/2018	06/14/2019	\$0	Classroom teachers, building administrators
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	09/04/2018	06/14/2019	\$0	All classroom teachers, curriculum consultants, learning coaches, central office and 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	09/04/2018	06/14/2019	\$0	Classroom teachers, building administrators
Instructional Labs	Teachers will provided the opportunity to participate in instructional labs centered on improving instruction.	Professional Learning	Tier 1	Monitor	09/04/2018	06/14/2019	\$0	Learning Coaches, classroom teachers, 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	09/04/2018	06/14/2019	\$0	Central office staff, Learning Coaches, curriculum consultants , building administrators
Learning Targets	Teachers will utilize the LTTA daily when designing and delivering lessons for students.	Direct Instruction, Communication	Tier 1	Monitor	09/04/2018	06/14/2019	\$0	All classroom teachers and building administrators
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	Monitor	09/04/2018	06/14/2019	\$0	Classroom teacher
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	09/04/2018	06/14/2019	\$0	PBIS Committee
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	Monitor	09/04/2018	06/14/2019	\$0	Building Administrator and central office staff
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	09/04/2018	06/14/2019	\$0	Central Office Staff, Learning Coaches, Building Administrators

## 2018-19 Goals and Plan Mott High School

Waterford Mott High School

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	Monitor	09/04/2018	06/14/2019	\$0	Central Office Staff and Building Administrators
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	09/04/2018	06/14/2019	\$0	All staff members

### Other

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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	09/04/2018	06/14/2019	\$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	09/04/2018	06/14/2019	\$9000	ELL Consultant and Classroom Teachers
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	09/04/2018	06/14/2019	\$1000	PBIS Committee