

2018-2019 SIP

Pierce Middle School

Waterford School District

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Overview

Plan Name

2018-2019 SIP

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: 8	Academic	\$0
2	Writing Goal	Objectives: 2 Strategies: 5 Activities: 12	Academic	\$0
3	Math Goal	Objectives: 2 Strategies: 6 Activities: 11	Academic	\$101500
4	All students will be engaged in their education and confident in their ability to be successful	Objectives: 1 Strategies: 3 Activities: 5	Organizational	\$0

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

Measurable Objective 1:

A 5% 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 increase student growth by meeting or exceeding the projected growth. in English Language Arts by 06/14/2019 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 - 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		09/04/2018	06/14/2019	\$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		09/04/2018	06/14/2019	\$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	09/04/2018	06/14/2019	\$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	09/04/2018	06/14/2019	\$0	No Funding Required	Learning Coaches, CIA Department, Classroom 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: Learning Support Systems

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	09/04/2018	06/14/2019	\$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	09/04/2018	06/14/2019	\$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
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 buildings administrators on the quality and accuracy of the feedback provided to the classroom teacher.	Professional Learning	Tier 1	Implement	09/04/2018	06/14/2019	\$0	No Funding Required	Central Office Staff, Building Administrators

Measurable Objective 2:

A 5% increase of Black or African-American, Economically Disadvantaged, Hispanic or Latino and English Learners students will increase student growth by meeting or exceeding projected growth 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:

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 - 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		09/04/2018	06/14/2019	\$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		09/04/2018	06/14/2019	\$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
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Teachers will participate in professional learning focusing on incorporating strong lesson design and frequent formative assessments.	Professional Learning	Tier 1	Implement	09/04/2018	06/14/2019	\$0	No Funding Required	Curriculum Consultants, Learning Coaches, Central Office Administrators, Classroom Teachers, Building Administrators
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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	Implement	09/04/2018	06/14/2019	\$0	No Funding Required	Learning Coaches, CIA Department, Classroom 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: Learning Support Systems

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	09/04/2018	06/14/2019	\$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	09/04/2018	06/14/2019	\$0	No Funding Required	All building staff

Goal 2: Writing Goal

Measurable Objective 1:

A 5% 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 increase student growth on the WSD analytic rubric in non-fiction writing in English Language Arts by 06/14/2019 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	09/04/2018	06/14/2019	\$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	09/04/2018	06/14/2019	\$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 - 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	09/04/2018	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 be provided the opportunity to participate in instructional labs centered on improving instruction.	Professional Learning	Tier 1	Implement	09/04/2018	06/14/2019	\$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		09/04/2018	06/14/2019	\$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	09/04/2018	06/14/2019	\$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	09/04/2018	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 nonfiction writing growth from September through June. Results will be used to improve core instruction.	Implementation	Tier 1		09/04/2018	06/14/2019	\$0	No Funding Required	Classroom Teachers, Building principal

Measurable Objective 2:

A 5% increase of Black or African-American, Bottom 30%, Hispanic or Latino and Students with Disabilities students will increase student growth by meeting or exceeding expected growth in writing for non-fiction text in English Language Arts in Writing by 06/14/2019 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

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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	09/04/2018	06/14/2019	\$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 - 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	09/04/2018	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 be provided the opportunity to participate in instructional labs centered on improving instruction.	Professional Learning	Tier 1	Implement	09/04/2018	06/14/2019	\$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		09/04/2018	06/14/2019	\$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	09/04/2018	06/14/2019	\$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	09/04/2018	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 nonfiction writing growth from September through June. Results will be used to improve core instruction.	Implementation	Tier 1		09/04/2018	06/14/2019	\$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
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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 Staff Central Office Learning Coaches Curriculum Consultants Building Administrators.
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.	Implementation	Tier 1	Implement	09/04/2018	06/14/2019	\$0	No Funding Required	Building administrators 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.	Implementation	Tier 1		09/04/2018	06/14/2019	\$0	No Funding Required	Central Office Staff Building Administrators.

Goal 3: Math Goal

Measurable Objective 1:

A 5% 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 increase student growth by meeting or exceeding projected growth in Mathematics by 06/14/2019 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	09/04/2018	06/14/2019	\$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 - Refine rubrics for evaluating tasks	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and learning coaches will collaborate on the use of rubrics used to evaluate tasks to better gauge student performance, and increase the feedback accuracy for students.	Materials	Tier 1	Evaluate	09/04/2018	06/14/2019	\$0	General Fund	Math teachers and learning coaches

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	09/04/2018	06/14/2019	\$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 6-8 will gather by grade level three 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	09/04/2018	06/14/2019	\$0	No Funding Required	Math Curriculum Consultant, Classroom Teachers, Building Administrators

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	09/04/2018	06/14/2019	\$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	09/04/2018	06/14/2019	\$0	No Funding Required	Math Consultant, Learning Coaches, Classroom Teachers

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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	09/04/2018	06/14/2019	\$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		09/04/2018	06/14/2019	\$0	No Funding Required	Math Lab Teacher, Math Lab Assistants

Activity - Compass Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students at the secondary level who are not meeting proficiency standards in math will use Compass Learning on a computer with teacher assistance for individualized instruction and development in areas of weakness as defined by NWEA.	Technology , Academic Support Program	Tier 2	Implement	09/04/2018	06/14/2019	\$101500	Section 31a	Classroom teachers and classroom assistants.

Measurable Objective 2:

A 5% increase of Black or African-American, Economically Disadvantaged, Hispanic or Latino, Students with Disabilities and English Learners students will increase student growth by meeting or exceeding projected growth 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:

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 6-8 will gather by grade level three 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	09/04/2018	06/14/2019	\$0	No Funding Required	Math Curriculum Consultant, Classroom Teachers, 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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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	09/04/2018	06/14/2019	\$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

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All teachers will utilize the LTTA daily when designing and delivering lessons for students.	Direct Instruction	Tier 1	Implement	09/04/2018	06/14/2019	\$0	No Funding Required	Building Administrators and Classroom Teachers
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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	09/04/2018	06/14/2019	\$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	09/05/2017	06/15/2018	\$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 06/14/2019 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	09/04/2018	06/14/2019	\$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 Aim 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

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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	09/04/2018	06/14/2019	\$0	No Funding Required	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
Teachers will participate in professional learning focusing on incorporating strong lesson design and frequent formative assessments.	Professional Learning	Tier 1	Implement	09/04/2018	06/14/2019	\$0	No Funding Required	Curriculum Consultants, Learning Coaches, Central Office Administrators, Classroom Teachers, Building Administrators

Strategy 3:

Attendance - Attendance will be monitored at the building. 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: School Culture

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 student attendance. Contacts will be made at 5 and 7 absences. A referral to the district Truancy Officer will occur at 10.	Policy and Process	Tier 2		09/04/2018	06/14/2019	\$0	No Funding Required	Teachers, Social Workers, Principals, Building Office Managers,

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Activity - Truancy Officer	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Truancy Officer will be consulted to meet with families and problem-solve to address student attendance concerns.	Policy and Process	Tier 2	Implement	09/04/2018	06/14/2019	\$0	No Funding Required	Truancy officer and referring buildings staff.

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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	09/04/2018	06/14/2019	\$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	09/04/2018	06/14/2019	\$0	All teachers in all subject areas.
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	09/04/2018	06/14/2019	\$0	All teachers in all content areas.
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	09/04/2018	06/14/2019	\$0	All math teachers
Refine rubrics for evaluating tasks	Teachers and learning coaches will collaborate on the use of rubrics used to evaluate tasks to better gauge student performance, and increase the feedback accuracy for students.	Materials	Tier 1	Evaluate	09/04/2018	06/14/2019	\$0	Math teachers and learning coaches
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	09/04/2018	06/14/2019	\$0	all staff in all content areas

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Truancy Officer	Truancy Officer will be consulted to meet with families and problem-solve to address student attendance concerns.	Policy and Process	Tier 2	Implement	09/04/2018	06/14/2019	\$0	Truancy officer and referring buildings staff.
Instructional Labs	Teachers will be provided the opportunity to participate in instructional labs centered on improving instruction.	Professional Learning	Tier 1	Implement	09/04/2018	06/14/2019	\$0	Learning Coaches, Classroom Teachers, ELA Consultant
Grade level/Course Meetings	Teachers of grades 6-8 will gather by grade level three 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	09/04/2018	06/14/2019	\$0	Math Curriculum Consultant, 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	Implement	09/04/2018	06/14/2019	\$0	Curriculum Consultants Learning Coaches, Central Office Administrators, Classroom Teachers, Building Administrators
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		09/04/2018	06/14/2019	\$0	Classroom Teachers, Building principal
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		09/04/2018	06/14/2019	\$0	Math Lab Teacher, Math Lab Assistants

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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	09/04/2018	06/14/2019	\$0	Curriculum Consultants, Learning Coaches, Central Office Administrators, Classroom Teachers, Building Administrators
Administrator Partnerships	Central office instructional administrators will observe classroom teachers alongside building administrators and provide feedback to building administrators on the quality and accuracy of the feedback provided to the classroom teacher.	Professional Learning	Tier 1	Implement	09/04/2018	06/14/2019	\$0	Central Office Staff, Building Administrators
Annotation Anchor Charts	All staff will create and post annotation anchor chart in their classrooms.	Materials	Tier 1	Implement	09/04/2018	06/14/2019	\$0	All building staff
Data Team Process	Teachers will utilize PLC/Data team to focus on implementing and monitoring the prioritized talk moves.	Teacher Collaboration	Tier 1	Implement	09/04/2018	06/14/2019	\$0	All math staff
Learning Targets	All teachers will utilize the LTTA daily when designing and delivering lessons for students.	Direct Instruction	Tier 1	Implement	09/04/2018	06/14/2019	\$0	Building Administrators and 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	09/04/2018	06/14/2019	\$0	Central Office Staff, Learning Coaches, Building Administrators
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	09/04/2018	06/14/2019	\$0	Central Office Staff and Building Administrators

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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	09/05/2017	06/15/2018	\$0	Central Office, Learning Coaches, Curriculum Consultants, and Building Administrators
Non-Fiction Writing Initiative	Teachers will use the graphic organizers and sentence stems the district implemented to continue student exposure and mastery of non-fiction writing.	Professional Learning	Tier 1	Implement	09/04/2018	06/14/2019	\$0	Classroom teachers, Building administrators, Curriculum consultants
Learning Targets	All teachers will utilize the LTTA daily when designing and delivering lessons for students.	Direct Instruction	Tier 1		09/04/2018	06/14/2019	\$0	Building Principals PLC leaders Classroom Teachers
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		09/04/2018	06/14/2019	\$0	Learning Coaches, CIA Department, Classroom Teachers
Learning Targets	Teachers will utilize the LTTA daily when designing and delivering lessons for students.	Direct Instruction	Tier 1	Implement	09/04/2018	06/14/2019	\$0	Classroom teachers 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	09/04/2018	06/14/2019	\$0	Building administrators and Central Office
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		09/04/2018	06/14/2019	\$0	Central Office Staff 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	Implement	09/04/2018	06/14/2019	\$0	Learning Coaches, CIA Department, Classroom Teachers
Learning Targets	All teachers will utilize the LTTA daily when designing and delivering lessons for students.	Direct Instruction	Tier 1	Implement	09/04/2018	06/14/2019	\$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	09/04/2018	06/14/2019	\$0	Teachers and building administrators
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	09/04/2018	06/14/2019	\$0	Curriculum Consultants, Learning Coaches, Central Office Administrators, Building Administrators, Classroom Teachers
Lesson Design and Formative Assessment	Teachers will participate in professional learning focusing on incorporating strong lesson design and frequent formative assessments.	Professional Learning	Tier 1	Implement	09/04/2018	06/14/2019	\$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		09/04/2018	06/14/2019	\$0	Learning Coaches, classroom teachers and ELA consultant

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Principal Professional Learning	Principals will engage in professional learning alongside their teachers, colleagues, and CIA staff to build common language and understanding in order to provide feedback to teachers to improve the quality of instruction.	Professional Learning	Tier 1	Implement	09/04/2018	06/14/2019	\$0	Central Staff Central Office Learning Coaches Curriculum Consultants Building Administrators.
Attendance Monitoring	Building staff members will monitor student attendance. Contacts will be made at 5 and 7 absences. A referral to the district Truancy Officer will occur at 10.	Policy and Process	Tier 2		09/04/2018	06/14/2019	\$0	Teachers, Social Workers, Principals, Building Office Managers,
Instructional Labs	Teachers will have the opportunity to participate in instructional labs centered on improving instruction.	Professional Learning	Tier 1	Implement	09/04/2018	06/14/2019	\$0	Math Consultant, Learning Coaches, Classroom Teachers

Section 31a

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Compass Learning	Students at the secondary level who are not meeting proficiency standards in math will use Compass Learning on a computer with teacher assistance for individualized instruction and development in areas of weakness as defined by NWEA.	Technology, Academic Support Program	Tier 2	Implement	09/04/2018	06/14/2019	\$101500	Classroom teachers and classroom assistants.