



School Improvement Plan

Waterford Mott High School

Waterford School District

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Introduction

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

Executive Summary

Introduction

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

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

Description of the School

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

Waterford Mott High School is one of two traditional high schools in a large suburban district in Oakland County that services over 11,000 students. Our current enrollment is a little over 1600 students and enrollment has been in slow decline over the last few years. Our school is economically and racially diverse with large growth in both our African-American and Hispanic student population. Combined, those groups represent more than 21% of our student body. In addition, while we do have many families that are financially quite stable, we also have 50% of our students that are eligible for Free or Reduced Lunches. While economic recovery is starting to occur, our community is still suffering from high poverty. Another significant challenge we face every year is a high number of students who move in or move out of the district for a variety of reasons. Each year approximately 10% of our students are either new to the building or exit throughout the year. This turnover rate contributes to some learning gaps that need to be addressed. Due to our proximity to the city of Pontiac, our largest percentage of new students are from that community.

There has been a significant turnover in administrative staff within the last 7 years. Beginning in the fall of 2013, we will be welcoming our 4th principal in 7 years. The teaching staff is relatively stable with more than 73% of our teaching and counseling staff being a part of our building for more than 5 years.

Annual budget reductions for the last 10 years have been kept "away" from our classrooms as much as possible, but classroom staffing is now being affected. Our foundation allowance per student is in the bottom 25% in our county.

We participate in several dual enrollment agreements with OCC and Baker Community College.

School's Purpose

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

Our district and school's mission is to "Inspire, Educate, and Empower our students for their future."

We provide a full course load including a strong Advanced Placement program, Honors classes in all four core academic areas, co-taught classes for special education students as well as special education support labs, CTE classes, three World Languages, and offerings in Performing and Visual Arts.

We provide a high level of support personnel to meet the needs of all students including: a school safety coordinator, a prevention specialist, two administrative technicians, several school social workers, and two part time school psychologists.

Student-led programs that provide emotional and behavioral support include peer mediation, ADL which promotes student diversity, our Link Crew which mentors our ninth grade students, our Mentors in Violence Prevention, and National Honor Society tutoring that provides mentoring services to students.

Recently added this year, our Academic Center provides small group mentoring for nearly 80% of the student body. Students choose this elective course and are assigned to a "pod". In their pod, mentor teachers help students monitor their academic progress and provide educational support.

Another addition this year is our Postive Behavior Intervention System. Designed during the 2011-2012 school year and implemented in the 2012-2013 school year, we have seen a significant decline in negative behaviors including a significant decline in the number of days of out of school suspension for our students.

Our afterschool Homework Club and ACE tutoring for at-risk students provides additional support for more than 100 students per day.

We recognize that not all our students are headed to a four year university. We provide a variety of opportunities to support students in whatever post high school plans they have.

Notable Achievements and Areas of Improvement

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

Notable achievements: Our composite ACT scores have shown steady incremental growth over the past few years, we have increased the number of scholarships offered to seniors, and shown an increase in the percentage of students participating in AP and Honors courses. Our graduation rate this year is 87%.

Striving to achieve: We are seeking to increase the overall percent proficient in all categories of the MME, close the achievement gap between top and bottom learners, fully implement the Common Core Curriculum, develop a support program for incoming students, and increase the number and scope of schoolwide interventions in both academic and behavioral areas.

Additional Information

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

We are proud to support several district-wide initiatives including a focus on non-fiction writing prompts, early release Thursdays which allows time for our PLC teams to meet weekly, and the creation of our Academic Center. In addition, we are eager to begin our participation in RAISE training this summer.

Improvement Plan Stakeholder Involvement

Introduction

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

Improvement Planning Process

Improvement Planning Process

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

Members of the SIP team were selected to represent all departments on the staff including core and elective class teachers. In addition, members of the administrative team were included as well as members of our support personnel. Members were invited by email to participate. We have set aside time every other week on Tuesdays to meet as a team to work.

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

All staff representatives were involved from the very beginning of the process. All SIT members participated in the diagnostics and surveys, collected data, and helped analyze district goals before writing school goals.

As we begin next year, parent and student participation is still needed.

Due to a change in our building administrative team, I would encourage the SIT to meet during the summer to review goals in preparation for the school year.

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

The final improvement plan will be posted to our building website for all parents and students to view. It will also be sent out through Blackboard Connect (not all of our current parents/students are currently active on Blackboard which is why we will be posting it to the building website).

Recommended update dates for next school year:

- 1) Curriculum Night (September)
- 2) Fall Parent Conference Nights (October-November)
- 3) Mid Year Report (January)
- 4) Spring Parent Conference Nights (March)
- 5) End of Year Summary Report (Late April-Early May)

Parents will receive these updates electronically as well as in person at the above-mentioned events.

It is also suggested that some parent forums be established to reach out to our sub-groups. These meetings would directly target the parents of our bottom 30.

School Data Analysis

Introduction

The School Data Analysis (SDA) is a diagnostic tool intended to facilitate rich and deep collaborative discussions among staff members about school data. The SDA can serve as a guide to determine a school's strengths, challenges, and directions for improvement based on an analysis of data and responses to a series of data related questions. This data collection and analysis process includes the identification of content area achievement gaps and reflections on causation. Please note that questions related to gaps and causes for a gap are marked with an asterisk (*). This diagnostic represents the various types of student data that should be continuously collected, reviewed, and analyzed in conjunction with other local school data. Completion of the SDA is required.

Student Enrollment Data

How do student enrollment trends affect staffing?

Hired additional special education staff. Declining enrollment has impacted student course selection. District budget cuts based on declining enrollment has impacted staffing. A higher percentage of students who qualify for Free and Reduced Lunches has prompted us to allocate additional resources towards interventions for these students.

How do student enrollment trends affect staff recruitment?

As enrollment declines, the need for recruiting and hiring new teachers is also declining. However, with an increased diversity among students, we do realize that we should be actively recruiting an equally diverse staff.

To consider: do potential applicants shy away from our building and/or district based on student achievement results?

How do student enrollment trends affect budget?

As enrollment declines, our budget has been negatively impacted. At a time when we need to increase services to meet the needs of our at-risk students, we are cutting back on staff and programs to meet our budget.

How do student enrollment trends affect resource allocations?

As a building, we have to make decisions based on greatest need as not all resource needs can be met. Programs that have the least impact on student success in the classroom are the first to be considered for a reduction in staff or funds.

How do student enrollment trends affect facility planning and maintenance?

At this point, current enrollment trends are not negatively impacting facility planning. Some building improvements have been delayed, but all needed improvements are a part of a long term plan.

How do student enrollment trends affect parent/guardian involvement?

In order to answer this question, we will need to further examine our data. We have asked the question, have we seen any increase or decrease in parent involvement as our enrollment has declined? We are also asking the question: as our economic diversity and racial diversity grows, how does that growth impact parent/guardian involvement?

How do student enrollment trends affect professional learning and/or public relations?

As the diversity of our student body continues to grow, we see the need for additional support and training for all staff in how to best support the needs of a diverse student body. Deliberate efforts need to be made to combat a negative public perception of our building. This negative perception does affect our student enrollment as some members of our community have stated they would not want their student to attend our school. This negative perception is not supported by our current student body or parents, but only by parents and students outside the building with no direct knowledge of what is actually taking place.

What are the challenges you noticed based on the student enrollment data?

Meeting the individual needs of our various sub-groups while continuing to move forward as an entire school body.

What action(s) will be taken to address these challenges?

Our PLC's will continue to work to differentiate instruction to meet individual student needs.

We need to reach out to the parents of our subgroup population to insure that we are meeting their needs and providing adequate support for their student.

What are the challenges you noticed based on student attendance?

Attendance is a significant concern at our school. We have a large number of students who have missed 10 or more days each semester. These absences have a direct negative impact on student learning. A lack of a consistent attendance policy from the state as well as the district makes accountability more of a challenge for us as a staff.

Staff inconsistency regarding tardies and/or other truancy issues remains a challenge. Current practices need to be reviewed (particularly in our Academic Center) to help address this issue.

What action(s) will be taken to address these challenges?

Rather than tying a student's grade/credit to attendance, we are seeking ways to attach some building privileges such as extracurricular participation, social events, and athletics to a student's attendance. Students who fail to attend regularly may find themselves unable to participate in non-academic events. Students would be able to regain these privileges if they show improvement in their attendance. This practice would be a natural extension of our PBIS initiative. We also need to review as a staff our individual attendance recording practices. Inconsistency needs to be reduced/eliminated.

Student Achievement Data for All Students

This area includes data questions.

Which content area(s) indicate the highest levels of student achievement?

Spring 2012 MME results indicated that the greatest growth from the previous year was in mathematics. They showed a 4% increase from the previous year. Science showed a 3% increase in Levels 1 and 2. Writing has shown a slow increase over the last three years.

This data does not necessarily correspond with our student success rate in their core academic classes. Our English Language Arts classes had the highest success rate from first semester 2013, while our Math and Science classes have the highest failure rate from 2013.

Which content area(s) show a positive trend in performance?

Based on Spring 2012 MME results, positive trends were noted in Reading, Writing, Math, and Science.

In which content area(s) is student achievement above the state targets of performance?

No content areas are currently above the state targets of performance.

What trends do you notice among the top 30% percent of students in each content area?

A large number of our top 30% of students participated in a semester long ACT prep class. Those students who participated showed significant growth on the ACT from their previous PLAN scores particularly in Reading, English, and Math.

What factors or causes contributed to improved student achievement?

Math teachers administered diagnostic testing for all students. Students charted their progress from reports. This information was used to identify gaps in student learning. Math teachers spent approximately 20 minutes during their first meeting with students each week reviewing remedial concepts. In addition, each teacher spent approximately 20 minutes at the end of each week reviewing ACT/MME related questions. Math support classes were created within our Academic Center to provide additional support. Staff scaffolded previous math concepts by including past concepts into subsequent assessments. Students kept seeing the same important concepts over and over on subsequent tests.

Growth in writing was impacted by our district non-fiction writing initiative. All staff were trained in this and several staff members focused on non-fiction writing as the PGP. Using practice ACT data and PLAN data, writing groups were created to help remediate students who are "on the bubble". For the second straight year, February was designated as Writing Month. Staff addressed the following concerns in all

Language Arts Classes at Mott:

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- 1) Broadening our students' awareness of topics and issues by selecting an article of the week to be read, annotated and summarized in each class.
- 2) Increasing our students' writing stamina by having them write an impromptu essay to a prompt that calls for an argument based on the article of the week.
- 3) Making our students more aware of the elements of counter-argument by conducting brief mini-lessons to strengthen the use of counterargument.

How do you know the factors made a positive impact on student achievement?

Students self-reported that they felt more confident about their writing. Math teachers reported they were seeing growth on the district summative assessments.

Which content area(s) indicate the lowest levels of student achievement?

Based on Spring 2012 MME results, all content areas are below state benchmarks. Therefore, all content areas are a focus need for our school. The only content area that showed specific decline from the previous MME in 2011 was Social Studies.

Evaluating our student failure rate, the two content areas with the highest failure rate are currently math and science.

Which content area(s) show a negative trend in achievement?

Social Studies was the only content area that showed a decline based on Spring 2012 MME results.

In which content area(s) is student achievement below the state targets of performance?

Reading, Writing, Math, Science, and Social Studies are all currently below the state targets of performance.

What trends do you notice among the bottom 30% of students in each content area?

We are studying closely our PLAN results for both our current Sophomores and current Freshmen. Our bottom 30% showed some growth from the previous year in all areas, but there is still a significant gap between our top 30% and bottom 30%. Greatest growth seems to come from English and Writing. With several departments focused on writing, this is not surprising. Reading levels are a significant concern for our bottom 30%. Both scores on standardized tests as well as teacher comments indicate that reading needs to be a major focus for our building.

What factors or causes contributed to the decline in student achievement?

Several staff members have indicated that low reading levels are a significant problem in their classrooms. This is supported by reading results on the PLAN, the ACT, and the MME.

How do you know the factors made a negative impact on student achievement?

Students self-reported that they just "gave up" because the reading was too difficult. Math questions that required a longer reading were skipped or the performance on those questions was poor. Teachers report that long passages of reading are often not completed and comprehension of those passages is also poor. Teachers report that a lack of understanding of academic vocabulary is negatively impacting student learning and is reported across all content areas.

What action(s) could be taken to address achievement challenges?

In August 2013, staff will begin training in RAISE (reading strategies for all learners). While only representatives from Science, Language Arts, and Social Studies will be participating initially; it is our intent to train the entire staff.

We will also be revisiting our training in CRISS reading strategies.

We have created a database that identifies students that are at-risk or below grade level in core content areas of reading, writing, and math. These identified students will receive direct intervention through our Academic Center and through the possible creation of "lab classes". Interventions will include: math tutoring, 9th grade study skills, ACT prep, mentoring, and college and career exploration.

Subgroup Student Achievement

Statement or Question: Which subgroup(s) show a trend toward increasing overall performance?

Response:

- White
- Economically Disadvantaged

Statement or Question: For which subgroup(s) is the achievement gap closing?*

Response:

- None

In what content areas is the achievement gap closing for these subgroups?*

We are seeing positive growth for our students who are economically disadvantaged in Writing, Math, and Reading. We are also seeing growth in Writing for our students with disabilities.

How do you know the achievement gap is closing?*

MME results are trending up in for those subgroups in those areas.

What other data support the findings?

High failure rates among our African American students, Hispanic students, and students with disabilities is an indicator that more support is needed for these subgroups.

What factors or causes contributed to the gap closing? (Internal and External)*

All students have access to additional supports including our Homework Club, NHS tutoring, and math labs during our Academic Center. In addition, students have now been identified for remedial assistance.

How do you know the factors made a positive impact on student achievement?

Students who participated in our math support classes as well as students who participated in our additional support activities showed growth in the overall academic success rate. As we are most carefully monitoring our current 9th and 10th grade students, it is unclear yet how effective our current strategies will be in raising our MME scores.

What actions could be taken to continue this positive trend?

We have a large percentage of students who are new to our district. To meet these students needs as well as the needs of our current at-risk students, we need to develop a support program to assist new students as they transition to our building. This program would include diagnostic testing to assess current grade level proficiency as well as to provide academic support and transition counseling.

Statement or Question:Which subgroup(s) show a trend toward decreasing overall performance?

Response:

- African American or Black
- Hispanic or Latino
- English Language Learners (ELLs)

Statement or Question:For which subgroup(s) is the achievement gap becoming greater?*

Response:

- African American or Black
- Hispanic or Latino
- English Language Learners (ELLs)

In what content areas is the achievement gap greater for these subgroups?*

In all four content areas, the achievement gap has not declined.

How do you know the achievement gap is becoming greater?*

Review of our MME, PLAN, and ACT results, little evidence exists that the gap is closing.

What other data support the findings?*

For the last three years, we have been tracking the failure rate of our students. Student failures from several subgroups are at a much higher percentage than the percentage of failures from all students and/or the percentage of our population.

What factors or causes contributed to the gap increasing? (Internal and External)*

Many of our students from three subgroups (African-American, Hispanic, Disabilities) are "new" to our building. They have often been in our district for 3 years or less. Many of these students are in their first year in our district. We need to spend more time with these students diagnosing needs and implementing support strategies for these students. A second factor may be the lack of diversity on our staff. Some

parents and students have expressed concern that their individual needs are not being met by some staff members.

How do you know the factors lead to the gap increasing?*

Data review and self reporting by both staff and students.

What actions could be taken to close the achievement gap for these students?*

We are in the process of creating a support program that assists all new students with their transition to our school. This support program would include diagnostic testing and remediation as necessary. It would also include a social component to assist students in adjusting to the climate of a new school. In addition, we are planning on creating a parent network that reaches out to our diverse population.

How is each of the English Language Learners (ELLs) demographics achieving in comparison to the school aggregate?

Our ELL students are performing below their school peers on standardized tests, particularly the MME. While this is still a small population within our school, it is increasing yearly. In the fall of 2013, approximately 6% of our overall student population will qualify as an English Language Learner.

How do you ensure that students with disabilities have access to the full array of intervention programs (Title 1, Title III, Section 31a, credit recovery programs, after-school programs, etc.)?

Our Student Assistance Team is responsible for insuring that all students, but particularly our students with disabilities, have access to all intervention programs. They are well-versed in what programs are offered and are the primary source for placing students within these programs as necessary.

How are students designated 'at risk of failing' identified for support services?

Our Student Assistance Team (SAT) meets weekly to discuss our at-risk students. Our SAT team consists of administration, counselors, social worker, psychologist, and prevention specialist. Student names are brought to these meetings based on grades, attendance, or behaviors. Most recommendations come from staff, but some names are discussed after a parent contacts us. Initial student interventions include observation and individualized success plans for our at-risk students. Students who are unsuccessful through these plans are then identified as possible candidates for special education testing or other support services.

What Extended Learning Opportunities are available for students (all grade configurations respond)?

We have a daily homework club that provides academic support and tutoring for all students. Daily attendance is approximately 100 students. Most students that attend the homework club attend almost daily. Teachers are available to students after school every day except Thursdays (staff meetings/PLC time). While it is not a new practice to give students additional opportunities to demonstrate mastery

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of a subject, more teachers than ever are giving students opportunities to retake tests, redo essays, complete missing assignments. This is largely due to our new grading procedures that includes a 75% Achievement category.

Label	Question	Value
	What percentages of students participate in Extended Learning Opportunities, either for additional support or increased challenge?	10.0

What is the school doing to inform students and parents of Extended Learning Opportunities?

Parents receive information in the form of handouts and flyers about our after school programs at Registration in August, Curriculum Night in September, and at both Fall and Spring Parent Teacher Conferences. In addition, incoming ninth grade students receive this information at Orientation in March. All new students to the building throughout the year are also informed and invited to attend.

Label	Question	Value
	What is the total FTE count of teachers in your school?	80.0

Label	Question	Value
	How many teachers have been teaching 0-3 years?	11.0

Label	Question	Value
	How many teachers have been teaching 4-8 years?	16.0

Label	Question	Value
	How many teachers have been teaching 9-15 years?	26.0

Label	Question	Value
	How many teachers have been teaching >15 years?	27.0

What impact might this data have on student achievement?

More than half of our teachers are veteran teachers with at least 9 years of experience. As such, our teachers should be skilled in all four domains: planning and preparation, the classroom environment, instruction, and professional responsibilities. Veteran teachers should be positive mentors for our younger staff as well. With a lot of "tricks in their bags", our veteran teachers should be leading the way with curriculum development and alignment. Our school improvement team is a mixture of several experience levels.

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Label	Question	Value
	Indicate the total number of days for teacher absences due to professional learning or professional meetings.	429.0

Label	Question	Value
	Indicate the total number of days for teacher absences due to illness.	708.0

What impact might this data have on student achievement?

Staff and student attendance clearly impact student achievement. Our at-risk students need the stability of having their regular teacher in their classroom on a daily basis. Also, work that is left behind for students to complete when a guest teacher is in the room is often not high quality work. Students also take advantage of having a guest teacher and often are not fully engaged in completing their assignments on these days.

Perception Data - Students

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

The online survey available to all students only garnered 6 responses and is therefore an unreliable resource.

However, 299 Tenth grade students were surveyed during their Academic Center by Oakland Schools. In this survey (LAC-O Student Engagement Survey), students were asked about fair and clear practices, caring environment and expectations, cultural relevance, respectful interaction and pride, engagement and encouragement, and behavior standards. Highest levels of satisfaction from students came from the following:

- A) Teachers give me the opportunity to retake tests or redo assignments.
- B) Teachers are clear about their expectations.
- C) Teachers make themselves available outside of class time.
- D) Teachers show respect for different races and/or ethnicities.
- E) Student learning is an important priority at my school.
- F) The work my teachers assign requires me to think.
- G) Teachers expect proper behavior from me.

Which area(s) show a positive trend toward increasing student satisfaction?

As this was the first year of the LAC-O survey, it is difficult to spot trends of increasing satisfaction. Overall, it appears that students were most satisfied the caring environment and expectations as well as respectful interaction and pride.

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

Students indicated the following topics as their lowest satisfaction:

- A) Teachers listen to my ideas.
- B) Teachers ask me about my personal goals and plans for life.
- C) We can talk openly about racial issues in my classes.
- D) Teachers tell me when they are proud of my performance.
- E) I need more help than I get in classes.
- F) Teachers enforce school rules fairly.

Which area(s) show a trend toward decreasing student satisfaction?

This year we implemented PBIS in our building. While we saw a dramatic decrease in negative behaviors in our common areas such as the cafeteria, extracurricular events, and in the hallways; we did see some increases in negative interactions with teachers particularly disruptive behavior and insubordination. We view this as a strong sign of student dissatisfaction.

What are possible causes for the patterns you have identified in student perception data?

Several significant changes occurred at Mott this year: the creation of the Academic Center, a change from a block schedule with 80-minute classes to a 7-period day with 50 minute classes, and a new grading procedure with student achievement counting for 75% vs. practice factors such as homework counting for 25% of the grade. Students have adjusted to these changes, but some of the negative perceptions may have been impacted by these changes.

What actions will be taken to improve student satisfaction in the lowest areas?

Teaching staff will review these survey results and address the greatest needs of students.

Perception Data – Parents/Guardians

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

147 parents were surveyed. Highest levels of satisfaction revolved around these statements:

- A) The school's purpose is clearly focused on student success.
- B) Our school has high expectations for all students.
- C) Our school communicates effectively about school goals and activities.
- D) My child knows the expectations for learning.
- E) Our school provides students access to resources to support their learning.

Which area(s) show a trend toward increasing parents/guardian satisfaction?

While not directly asked in the survey, parents are in general very satisfied with the safety and security of the building. Three years ago, several negative incidents had occurred within a year or so and parent and community perception were at an all-time low. Parents have made numerous comments by letter, email, and phone regarding their perception that the building culture for learning has greatly improved.

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

Based on 147 responses, the following statements received the lowest level of satisfaction:

- A) Our school's purpose is formally reviewed and revised with involvement from parents.
- B) Our school shares responsibility for student learning with all its stakeholders.
- C) All of my child's teachers meet his/her learning needs by individualizing instruction.
- D) Our school provides excellent support services (e.g. counseling and/or career planning)
- E) Our school insures that all staff members monitor and report the achievement of school goals.

Which area(s) show a trend toward decreasing parents/guardian satisfaction?

We are still struggling to grow our parent participation at events such as parent conferences and our curriculum night in the fall. We are unsure if this is due to dissatisfaction with our progress reporting or whether or not parents already have the information through electronic means (MiStar).

What are possible causes for the patterns you have identified in parent/guardian perception data?

We need to increase the amount of parent involvement in our SIP process and data reporting process. This lack of participation may be significantly impacting the perception that we are not sharing our vision and goals with parents. Without parent knowledge, input, and support of our building's improvement plan, we will continue to struggle to grow.

What actions will be taken to increase parent/guardian satisfaction in the lowest areas?

We need to issue direct invitations to parents to participate in the vision and goal-setting process. Open invitations have not been successful to date. Doing this will also insure that we have representation from the parents of our students in our underperforming subgroups.

Perception Data – Teachers/Staff

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

28 teachers responded to the Perception Survey. Of those responses, these statements had the highest level of satisfaction:

- A) Our school's purpose statement is clearly focused on student success.
- B) Our school's leaders hold all staff members accountable for student learning.
- C) All teachers in our school participate in collaborative learning communities that meet both informally and formally across grade levels and content areas.
- D) Our school leaders monitor data related to school continuous improvement goals.

Which area(s) show a trend toward increasing teacher/staff satisfaction?

Staff has responded favorably to an increased accountability for all staff members.

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

Teachers responded with the lowest level of satisfaction to the following statements:

- A) The school's purpose statement is formally reviewed and revised with input from all stakeholders.
- B) Our school's leaders engage effectively with all stakeholders about the school's direction and purpose.
- C) In our school, all school personnel regularly engage families about their children's learning progress.
- D) Our school ensures all staff members are trained in the evaluation, interpretation and effective use of data.

Which area(s) show a trend toward decreasing teacher/staff satisfaction?

Staff remain concerned about parent and student engagement. Attendance issues seem to verify this concern. While parent turnout at conferences in the fall was very high, turnout in the spring was quite low.

What are possible causes for the patterns you have identified in staff perception data?

This was a year of great change in our building and in our district. Staff remains committed to student success, but is looking for clear direction and purpose.

Other

How does your school use the MiPHY online survey health risk behavior results to improve student learning? (Enter N/A if you have not completed the MiPHY survey.)

N/A

Describe how decisions about curriculum, instruction and assessment are made at this school and which stakeholders are involved in the process.

All decisions about curriculum, instruction, and assessment are made in conjunction with district leadership and with input from teachers, administrators, and counselors.

What evidence do you have to indicate the extent to which the standards are being implemented?

Evidence includes agendas from training sessions that administrators and some curriculum leaders have attended.

School Additional Requirements Diagnostic

Introduction

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

School Additional Requirements Diagnostic

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

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

Assurance	Response	Comment	Attachment
Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.	Yes		

Assurance	Response	Comment	Attachment
Our school reviews and annually updates the EDPs to ensure academic course work alignment.	Yes	Our College and Career Technician works in conjunction with our counselors and teaching staff to update our EDP's and to use this information in the selection of courses.	

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

Assurance	Response	Comment	Attachment
The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	No		

School Improvement Plan

Waterford Mott High School

Assurance	Response	Comment	Attachment
The institution has a School-Parent Involvement Plan (that addresses Section 1118 activities) that is aligned to the District's Board Policy. If yes, please attach the School-Parent Involvement Plan below.	No	This plan has not been developed at this time, but is a part of our tasks for the 2013-2014 school year and beyond.	

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

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

SIP 2013-14

Overview

Plan Name

SIP 2013-14

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	Increase Math Proficiency	Objectives: 2 Strategies: 1 Activities: 3	Academic	\$0
2	Increase Reading Proficiency	Objectives: 2 Strategies: 1 Activities: 6	Academic	\$1000
3	Increase Writing Proficiency	Objectives: 2 Strategies: 1 Activities: 5	Academic	\$0
4	Improve Culture for Learning	Objectives: 1 Strategies: 1 Activities: 5	Organizational	\$0

Goal 1: Increase Math Proficiency

Measurable Objective 1:

A 16% increase of All Students will demonstrate a proficiency in mathematical calculations and reasoning in Mathematics by 06/05/2015 as measured by PLAN, ACT, and MME results as well as by successful completion of required math courses..

(shared) Strategy 1:

Instruction - Building staff will improve their classroom instruction in math calculations and reasoning based on student results data, best practices, and using a fully aligned curriculum (both vertical and horizontal).

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will continue their work in weekly PLC's to insure student success. PLC's will collect and chart data; analyze data and prioritize needs; set, review, and revise SMART goals; select common instructional strategies; determine results indicators; and monitor and evaluate their results.	Direct Instruction	09/03/2013	06/05/2015	\$0	No Funding Required	Mary Shelton, Jeff Eisenhart, Scott Kortlandt

Activity - Curriculum Alignment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Members from each math subject area will continue to work in teams that involve staff from all secondary schools to insure both vertical and horizontal alignment of curriculum.	Professional Learning	09/03/2013	06/05/2015	\$0	No Funding Required	Mary Shelton, Jeff Eisenhart, Scott Kortlandt

Activity - Academic Center Math Pods	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
We will redesign our math pods within our Academic Centers. Through purposeful scheduling of staff and students, we will be able to match our bottom 30% of students with specific math pods for academic support. The focus in these pods will be on skills remediation as well as assistance with current and future material. In addition, special education students will be specifically assigned to Learning Labs that are taught in conjunction with their co-taught classes.	Academic Support Program	09/03/2013	06/05/2015	\$0	No Funding Required	Kevin Kokoszka, Scott Kortlandt, Mary Shelton, Lynn Dostie, Jeff Eisenhart

Measurable Objective 2:

A 20% increase of Ninth, Tenth and Eleventh grade Black or African-American, Hispanic or Latino, Students with Disabilities and English Learners students will demonstrate a proficiency in mathematical calculations and reasoning in Mathematics by 06/05/2015 as measured by PLAN, ACT, and MME results as well as by successful completion of all required math courses..

(shared) Strategy 1:

Instruction - Building staff will improve their classroom instruction in math calculations and reasoning based on student results data, best practices, and using a fully

School Improvement Plan

Waterford Mott High School

aligned curriculum (both vertical and horizontal).

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will continue their work in weekly PLC's to insure student success. PLC's will collect and chart data; analyze data and prioritize needs; set, review, and revise SMART goals; select common instructional strategies; determine results indicators; and monitor and evaluate their results.	Direct Instruction	09/03/2013	06/05/2015	\$0	No Funding Required	Mary Shelton, Jeff Eisenhart, Scott Kortlandt
Activity - Curriculum Alignment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Members from each math subject area will continue to work in teams that involve staff from all secondary schools to insure both vertical and horizontal alignment of curriculum.	Professional Learning	09/03/2013	06/05/2015	\$0	No Funding Required	Mary Shelton, Jeff Eisenhart, Scott Kortlandt
Activity - Academic Center Math Pods	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
We will redesign our math pods within our Academic Centers. Through purposeful scheduling of staff and students, we will be able to match our bottom 30% of students with specific math pods for academic support. The focus in these pods will be on skills remediation as well as assistance with current and future material. In addition, special education students will be specifically assigned to Learning Labs that are taught in conjunction with their co-taught classes.	Academic Support Program	09/03/2013	06/05/2015	\$0	No Funding Required	Kevin Kokoszka, Scott Kortlandt, Mary Shelton, Lynn Dostie, Jeff Eisenhart

Goal 2: Increase Reading Proficiency

Measurable Objective 1:

A 10% increase of All Students will demonstrate a proficiency in reading decoding, fluency and comprehension in English Language Arts by 06/05/2015 as measured by PLAN, ACT, and MME results as well as by local common assessments.

(shared) Strategy 1:

Instruction - Building staff will improve their classroom instruction in decoding, fluency, and comprehension. Student data results will be examined and best practices for teaching reading put into place. Reading will become an integral part of all academic classes, but in particular in the content areas of Language Arts, Science, and Social Studies.

Activity - RAISE training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Beginning in the summer of 2013, teaching staff will be trained in small groups in RAISE. RAISE provides instructional strategies for teachers to teach reading and comprehension skills. It is our plan that eventually all staff will be trained in RAISE techniques.	Direct Instruction	08/01/2013	06/05/2015	\$0	No Funding Required	Christy Ward, Matt Hamill, Jo Schoonover
Activity - ESL Differentiated Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
To meet the needs of a growing population of English Language Learners, we have added additional sections of support classes for our ESL students based on their KALPA scores. We have reviewed our process for families/students that want to "opt out" and made it contingent on success on KALPA testing and other assessment results. We have added support for our Level 5 ESL learners through our Academic Center. We have added technology through grants that will provide additional support for these learners. Rosetta Stone English software has been purchased and can be used through Ipods and Smartboards that currently exist in the classroom.	Academic Support Program	09/03/2013	06/05/2015	\$1000	Other	Kelsey VanBonn
Activity - Academic Center Study Skills	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Every Thursday is Study Skills Thursday in our Academic Center. Students that are below grade level in reading will be pulled out for remediation using a reading comprehension curriculum.	Academic Support Program	09/03/2013	06/05/2015	\$0	No Funding Required	Megan Kortlandt
Activity - Academic Vocabulary	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will create a list of 20 commonly used Academic Vocabulary words such as "analyze", "compare", "identify", etc. that are seen in several different depths of knowledge. Students will be given activities that teach this vocabulary and opportunities to practice these skills through a variety of learning activities.	Direct Instruction	10/01/2013	06/05/2015	\$0	No Funding Required	Matt Hamill, Christina Harding, Jo Schoonover
Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will continue their work in weekly PLC's to insure student success. PLC's will collect and chart data; analyze data and prioritize needs; set, review, and revise SMART goals; select common instructional strategies; determine results indicators; and monitor and evaluate their results.	Direct Instruction	09/03/2013	06/05/2015	\$0	No Funding Required	Megan Kortlandt, Amy McNeil, Chris Brakke, Rick Hedden
Activity - AARI Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Special Education teachers will be using AARI strategies in their classrooms during the 2013-2014 school year. In the future, additional general education teachers will be trained in AARI strategies and implementing them into their classrooms as well.	Academic Support Program	09/03/2013	06/05/2015	\$0	No Funding Required	Christina Harding, Shannon Jones

School Improvement Plan

Waterford Mott High School

Measurable Objective 2:

A 15% increase of Ninth, Tenth and Eleventh grade Black or African-American, Hispanic or Latino, Students with Disabilities and English Learners students will demonstrate a proficiency in reading decoding, fluency, and comprehension in English Language Arts by 06/05/2015 as measured by PLAN, ACT, and MME results as well as by the successful completion of required Language Arts classes.

(shared) Strategy 1:

Instruction - Building staff will improve their classroom instruction in decoding, fluency, and comprehension. Student data results will be examined and best practices for teaching reading put into place. Reading will become an integral part of all academic classes, but in particular in the content areas of Language Arts, Science, and Social Studies.

Activity - RAISE training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Beginning in the summer of 2013, teaching staff will be trained in small groups in RAISE. RAISE provides instructional strategies for teachers to teach reading and comprehension skills. It is our plan that eventually all staff will be trained in RAISE techniques.	Direct Instruction	08/01/2013	06/05/2015	\$0	No Funding Required	Christy Ward, Matt Hamill, Jo Schoonover

Activity - ESL Differentiated Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
To meet the needs of a growing population of English Language Learners, we have added additional sections of support classes for our ESL students based on their KALPA scores. We have reviewed our process for families/students that want to "opt out" and made it contingent on success on KALPA testing and other assessment results. We have added support for our Level 5 ESL learners through our Academic Center. We have added technology through grants that will provide additional support for these learners. Rosetta Stone English software has been purchased and can be used through Ipods and Smartboards that currently exist in the classroom.	Academic Support Program	09/03/2013	06/05/2015	\$1000	Other	Kelsey VanBonn

Activity - Academic Center Study Skills	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Every Thursday is Study Skills Thursday in our Academic Center. Students that are below grade level in reading will be pulled out for remediation using a reading comprehension curriculum.	Academic Support Program	09/03/2013	06/05/2015	\$0	No Funding Required	Megan Kortlandt

Activity - Academic Vocabulary	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will create a list of 20 commonly used Academic Vocabulary words such as "analyze", "compare", "identify", etc. that are seen in several different depths of knowledge. Students will be given activities that teach this vocabulary and opportunities to practice these skills through a variety of learning activities.	Direct Instruction	10/01/2013	06/05/2015	\$0	No Funding Required	Matt Hamill, Christina Harding, Jo Schoonover

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Waterford Mott High School

Teachers will continue their work in weekly PLC's to insure student success. PLC's will collect and chart data; analyze data and prioritize needs; set, review, and revise SMART goals; select common instructional strategies; determine results indicators; and monitor and evaluate their results.	Direct Instruction	09/03/2013	06/05/2015	\$0	No Funding Required	Megan Kortlandt, Amy McNeil, Chris Brakke, Rick Hedden
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Activity - AARI Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Special Education teachers will be using AARI strategies in their classrooms during the 2013-2014 school year. In the future, additional general education teachers will be trained in AARI strategies and implementing them into their classrooms as well.	Academic Support Program	09/03/2013	06/05/2015	\$0	No Funding Required	Christina Harding, Shannon Jones

Goal 3: Increase Writing Proficiency

Measurable Objective 1:

A 12% increase of All Students will demonstrate a proficiency in non-fiction writing in English Language Arts by 06/05/2015 as measured by PLAN, ACT, and MME results as well as by results of local common assessments in core academic areas.

(shared) Strategy 1:

Instruction - Building staff will improve their classroom instruction in non-fiction writing based on student results data, best practices, and using a fully aligned curriculum which includes the district non-fiction writing initiative.

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will continue their work in weekly PLC's to insure student success. PLC's will collect and chart data; analyze data and prioritize needs; set, review, and revise SMART goals; select common instructional strategies; determine results indicators; and monitor and evaluate their results.	Direct Instruction	09/03/2013	06/05/2015	\$0	No Funding Required	Kim McGee, Sandy Valentine, Chris Brakke, Megan Kortlandt, Rick Hedden

Activity - District Writing Initiative	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will have a refresher course in the non-fiction writing initiative. PLC teams will develop common writing prompts that will be given out at least twice per semester. These prompts will be analyzed to determine both individual student needs as well as overall gaps that occur in a multitude of students. This strategy will be implemented in all content areas and is already the focus of several Professional Growth Plans building-wide.	Direct Instruction	09/03/2013	06/05/2015	\$0	No Funding Required	Kim McGee

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Activity - District Common Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District writing assessments will be given three times a year to all high school students. These non-fiction writing prompts will be used to assess student growth and the effectiveness of the district non-fiction writing program. These assessments/prompts have been developed in combination with the high school teaching staffs as well as the district professional development leaders. All ELA teachers will be required to assign these prompts and to post the results data to be used within their PLC team.	Monitor	09/03/2013	06/05/2015	\$0	No Funding Required	Kim McGee, Megan Kortlandt, Rick Hedden

Activity - February Writing Month	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Every February will be designated as Writing Month. ELA teachers will be addressing the following concerns in all Language Arts classes at Mott: broadening student awareness of current topics and issues through the selection of an article a week to be read, annotated, and summarized in each class; increasing student writing stamina by having them write an impromptu essay that calls for an argument based on the article of the week; making students aware of the elements of counter-argument by conducting mini-lessons.	Direct Instruction	02/01/2012	02/27/2015	\$0	No Funding Required	Sandy Valentine, Kim McGee, Grace Marlowe, Megan Kortlandt

Activity - Common Core Alignment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers in all core areas will create common writing prompts that are in alignment with the common core. Their focus will be on non-fiction writing and these prompts may have elements of small group discussion, short readings, charts and diagrams and more.	Direct Instruction	10/01/2013	06/05/2015	\$0	No Funding Required	All core subject area teachers.

Measurable Objective 2:

A 17% increase of Ninth, Tenth and Eleventh grade Black or African-American, Hispanic or Latino, Students with Disabilities and English Learners students will demonstrate a proficiency in non-fiction writing in English Language Arts by 06/05/2015 as measured by PLAN, ACT, and MME results as well as the results of local common assessments.

(shared) Strategy 1:

Instruction - Building staff will improve their classroom instruction in non-fiction writing based on student results data, best practices, and using a fully aligned curriculum which includes the district non-fiction writing initiative.

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will continue their work in weekly PLC's to insure student success. PLC's will collect and chart data; analyze data and prioritize needs; set, review, and revise SMART goals; select common instructional strategies; determine results indicators; and monitor and evaluate their results.	Direct Instruction	09/03/2013	06/05/2015	\$0	No Funding Required	Kim McGee, Sandy Valentine, Chris Brakke, Megan Kortlandt, Rick Hedden

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Activity - District Writing Initiative	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will have a refresher course in the non-fiction writing initiative. PLC teams will develop common writing prompts that will be given out at least twice per semester. These prompts will be analyzed to determine both individual student needs as well as overall gaps that occur in a multitude of students. This strategy will be implemented in all content areas and is already the focus of several Professional Growth Plans building-wide.	Direct Instruction	09/03/2013	06/05/2015	\$0	No Funding Required	Kim McGee
Activity - District Common Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District writing assessments will be given three times a year to all high school students. These non-fiction writing prompts will be used to assess student growth and the effectiveness of the district non-fiction writing program. These assessments/prompts have been developed in combination with the high school teaching staffs as well as the district professional development leaders. All ELA teachers will be required to assign these prompts and to post the results data to be used within their PLC team.	Monitor	09/03/2013	06/05/2015	\$0	No Funding Required	Kim McGee, Megan Kortlandt, Rick Hedden
Activity - February Writing Month	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Every February will be designated as Writing Month. ELA teachers will be addressing the following concerns in all Language Arts classes at Mott: broadening student awareness of current topics and issues through the selection of an article a week to be read, annotated, and summarized in each class; increasing student writing stamina by having them write an impromptu essay that calls for an argument based on the article of the week; making students aware of the elements of counter-argument by conducting mini-lessons.	Direct Instruction	02/01/2012	02/27/2015	\$0	No Funding Required	Sandy Valentine, Kim McGee, Grace Marlowe, Megan Kortlandt
Activity - Common Core Alignment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers in all core areas will create common writing prompts that are in alignment with the common core. Their focus will be on non-fiction writing and these prompts may have elements of small group discussion, short readings, charts and diagrams and more.	Direct Instruction	10/01/2013	06/05/2015	\$0	No Funding Required	All core subject area teachers.

Goal 4: Improve Culture for Learning

Measurable Objective 1:

demonstrate a behavior that indicates positive student engagement by 06/05/2015 as measured by perception surveys as well as through a data review of attendance and disciplinary incidents.

School Improvement Plan

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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.

Activity - Established commitment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Gained building level administrative and district level support for the program training and implementation.	Getting Ready	01/20/2012	02/03/2012	\$0	No Funding Required	Matt Hamill, Katie Muhleck
Activity - Formed School PBIS Team	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Sought volunteers to participate in both the building committee as well as those who would participate in a 3 day training session run by Oakland Schools. Team consisted of representatives from administration, counseling, teaching staff, and support staff.	Getting Ready	02/03/2012	02/17/2012	\$0	No Funding Required	Matt Hamill, Katie Muhleck
Activity - Established Data Collection System	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
We reviewed our current data collection system and designed new data collection forms for staff to use that included key areas of concern. We noted that the district's change to a new district-wide data organization system might require changes to how we collect our data, but that it would not mean a change in what we wanted to address.	Getting Ready	03/02/2012	03/30/2012	\$0	No Funding Required	Matt Hamill, Katie Muhleck
Activity - Establish and Teach Behavior Expectations	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
We identified three core behavioral values for our school: being safe, being respectful, and being responsible. We then developed an expectations matrix that identified various school locations and then we determined what each of the core values would look like in that area. Visual representations of these values were then created and a plan for teaching these expectations, including staff training, was developed. The training of staff and the teaching of these behavioral expectations is an ongoing process that will continue for many years.	Implementation	05/04/2012	06/07/2013	\$0	No Funding Required	PBIS Committee
Activity - Positive Acknowledgement/Reinforcement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Developing a sustainable and practical rewards system that recognizes and reinforces the positive behaviors we expect to see daily.	Implementation	09/04/2012	06/06/2014	\$0	No Funding Required	PBIS Committee

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
ESL Differentiated Instruction	To meet the needs of a growing population of English Language Learners, we have added additional sections of support classes for our ESL students based on their KALPA scores. We have reviewed our process for families/students that want to "opt out" and made it contingent on success on KALPA testing and other assessment results. We have added support for our Level 5 ESL learners through our Academic Center. We have added technology through grants that will provide additional support for these learners. Rosetta Stone English software has been purchased and can be used through Ipods and Smartboards that currently exist in the classroom.	Academic Support Program	09/03/2013	06/05/2015	\$1000	Kelsey VanBonn
Total					\$1000	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Academic Vocabulary	Staff will create a list of 20 commonly used Academic Vocabulary words such as "analyze", "compare", "identify", etc. that are seen in several different depths of knowledge. Students will be given activities that teach this vocabulary and opportunities to practice these skills through a variety of learning activities.	Direct Instruction	10/01/2013	06/05/2015	\$0	Matt Hamill, Christina Harding, Jo Schoonover
Formed School PBIS Team	Sought volunteers to participate in both the building committee as well as those who would participate in a 3 day training session run by Oakland Schools. Team consisted of representatives from administration, counseling, teaching staff, and support staff.	Getting Ready	02/03/2012	02/17/2012	\$0	Matt Hamill, Katie Muhleck
Professional Learning Communities	Teachers will continue their work in weekly PLC's to insure student success. PLC's will collect and chart data; analyze data and prioritize needs; set, review, and revise SMART goals; select common instructional strategies; determine results indicators; and monitor and evaluate their results.	Direct Instruction	09/03/2013	06/05/2015	\$0	Kim McGee, Sandy Valentine, Chris Brakke, Megan Kortlandt, Rick Hedden

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February Writing Month	Every February will be designated as Writing Month. ELA teachers will be addressing the following concerns in all Language Arts classes at Mott: broadening student awareness of current topics and issues through the selection of an article a week to be read, annotated, and summarized in each class; increasing student writing stamina by having them write an impromptu essay that calls for an argument based on the article of the week; making students aware of the elements of counter-argument by conducting mini-lessons.	Direct Instruction	02/01/2012	02/27/2015	\$0	Sandy Valentine, Kim McGee, Grace Marlowe, Megan Kortlandt
Professional Learning Communities	Teachers will continue their work in weekly PLC's to insure student success. PLC's will collect and chart data; analyze data and prioritize needs; set, review, and revise SMART goals; select common instructional strategies; determine results indicators; and monitor and evaluate their results.	Direct Instruction	09/03/2013	06/05/2015	\$0	Mary Shelton, Jeff Eisenhart, Scott Kortlandt
AARI Strategies	Special Education teachers will be using AARI strategies in their classrooms during the 2013-2014 school year. In the future, additional general education teachers will be trained in AARI strategies and implementing them into their classrooms as well.	Academic Support Program	09/03/2013	06/05/2015	\$0	Christina Harding, Shannon Jones
Positive Acknowledgement/Reinforcement	Developing a sustainable and practical rewards system that recognizes and reinforces the positive behaviors we expect to see daily.	Implementation	09/04/2012	06/06/2014	\$0	PBIS Committee
Academic Center Study Skills	Every Thursday is Study Skills Thursday in our Academic Center. Students that are below grade level in reading will be pulled out for remediation using a reading comprehension curriculum.	Academic Support Program	09/03/2013	06/05/2015	\$0	Megan Kortlandt
District Writing Initiative	All teachers will have a refresher course in the non-fiction writing initiative. PLC teams will develop common writing prompts that will be given out at least twice per semester. These prompts will be analyzed to determine both individual student needs as well as overall gaps that occur in a multitude of students. This strategy will be implemented in all content areas and is already the focus of several Professional Growth Plans building-wide.	Direct Instruction	09/03/2013	06/05/2015	\$0	Kim McGee
Academic Center Math Pods	We will redesign our math pods within our Academic Centers. Through purposeful scheduling of staff and students, we will be able to match our bottom 30% of students with specific math pods for academic support. The focus in these pods will be on skills remediation as well as assistance with current and future material. In addition, special education students will be specifically assigned to Learning Labs that are taught in conjunction with their co-taught classes.	Academic Support Program	09/03/2013	06/05/2015	\$0	Kevin Kokoszka, Scott Kortlandt, Mary Shelton, Lynn Dostie, Jeff Eisenhart
Common Core Alignment	Teachers in all core areas will create common writing prompts that are in alignment with the common core. Their focus will be on non-fiction writing and these prompts may have elements of small group discussion, short readings, charts and diagrams and more.	Direct Instruction	10/01/2013	06/05/2015	\$0	All core subject area teachers.

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District Common Assessments	District writing assessments will be given three times a year to all high school students. These non-fiction writing prompts will be used to assess student growth and the effectiveness of the district non-fiction writing program. These assessments/prompts have been developed in combination with the high school teaching staffs as well as the district professional development leaders. All ELA teachers will be required to assign these prompts and to post the results data to be used within their PLC team.	Monitor	09/03/2013	06/05/2015	\$0	Kim McGee, Megan Kortlandt, Rick Hedden
Establish and Teach Behavior Expectations	We identified three core behavioral values for our school: being safe, being respectful, and being responsible. We then developed an expectations matrix that identified various school locations and then we determined what each of the core values would look like in that area. Visual representations of these values were then created and a plan for teaching these expectations, including staff training, was developed. The training of staff and the teaching of these behavioral expectations is an ongoing process that will continue for many years.	Implementation	05/04/2012	06/07/2013	\$0	PBIS Committee
Professional Learning Communities	Teachers will continue their work in weekly PLC's to insure student success. PLC's will collect and chart data; analyze data and prioritize needs; set, review, and revise SMART goals; select common instructional strategies; determine results indicators; and monitor and evaluate their results.	Direct Instruction	09/03/2013	06/05/2015	\$0	Megan Kortlandt, Amy McNeil, Chris Brakke, Rick Hedden
Established commitment	Gained building level administrative and district level support for the program training and implementation.	Getting Ready	01/20/2012	02/03/2012	\$0	Matt Hamill, Katie Muhleck
Established Data Collection System	We reviewed our current data collection system and designed new data collection forms for staff to use that included key areas of concern. We noted that the district's change to a new district-wide data organization system might require changes to how we collect our data, but that it would not mean a change in what we wanted to address.	Getting Ready	03/02/2012	03/30/2012	\$0	Matt Hamill, Katie Muhleck
RAISE training	Beginning in the summer of 2013, teaching staff will be trained in small groups in RAISE. RAISE provides instructional strategies for teachers to teach reading and comprehension skills. It is our plan that eventually all staff will be trained in RAISE techniques.	Direct Instruction	08/01/2013	06/05/2015	\$0	Christy Ward, Matt Hamill, Jo Schoonover
Curriculum Alignment	Members from each math subject area will continue to work in teams that involve staff from all secondary schools to insure both vertical and horizontal alignment of curriculum.	Professional Learning	09/03/2013	06/05/2015	\$0	Mary Shelton, Jeff Eisenhart, Scott Kortlandt
Total					\$0	