



# **School Improvement Plan**

Warren Mott High School

Warren Consolidated Schools

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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.

# **Improvement Plan Assurance**

## **Introduction**

During the 2016-2017 school year, schools will have two options for Goals and Plans. 1. Update Goals and Plans, if necessary, based on analysis of data and Program Evaluation; 2. Complete and upload the Abbreviated Goals and Plans template into ASSIST, based on analysis of data and Program Evaluation.

**Improvement Plan Assurance**

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
1.	Which option was chosen for Goals and Plans?	Goals and Plans in ASSIST	See Goals and Plans in ASSIST	

# **2018-2019 Warren Mott HS School Improvement Plan**

## Overview

### Plan Name

2018-2019 Warren Mott HS School Improvement Plan

### Plan Description

School improvement plan goals are aligned with the WCS district improvement plan



## Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Promote College and Career Readiness by increasing achievement in English Language Arts for all students.	Objectives: 1 Strategies: 2 Activities: 5	Academic	\$0
2	Promote College and Career Readiness by increasing achievement in Mathematics for all students.	Objectives: 1 Strategies: 2 Activities: 4	Academic	\$0
3	Promote positive school communities by providing quality care, support, safety, and membership programs	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$0

# Goal 1: Promote College and Career Readiness by increasing achievement in English Language Arts for all students.

**Measurable Objective 1:**

85% of All Students will demonstrate a proficiency by scoring proficient in English Language Arts by 06/30/2022 as measured by state assessments.

**Strategy 1:**

MTSS - Staff will develop, implement, monitor and evaluate the impact of a Multi-Tier System of Support Process (MTSS) and the delivery of Tier 2 and 3 interventions on students' behavioral and academic success.

Category: English/Language Arts

Research Cited: Avalos, M., Plasencia, A., Chavez, C., & Rascón, J.. (2007). Modified Guided Reading: Gateway to English as a Second Language and Literacy Learning. *The Reading Teacher*, 61(4), 318-321,323-326,328-329. Retrieved January 26, 2010, from Research Library. Guided reading is a component of a balanced literacy program providing differentiated, small-group reading instruction to four to six students with similar strengths and instructional needs (Fountas & Pinnell, 1996) or to heterogeneously grouped students. (Cunningham, Hall, & Sigmon, 2000). It is recommended that these groups meet at least three to five times per week for 20 to 30 minutes each session in order for students to make consistent reading gains (Fountas & Pinnell, 1996).

Zweirs, J. & Crawford, M. (2011) Building academic language: Classroom talk that fosters critical thinking and content understandings. ELs often require accelerated language development in order to be successful with CCSS. In order to accelerate their development of English language, ELs need to have opportunities where they share ideas, support them with evidence, and construct new knowledge with their peers.

Russell, S. (2005). Challenging Task in Appropriate Text: Designing Discourse Communities to Increase the Literacy Growth of Adolescent Struggling Readers. Designed to bring middle and high school students to grade level quickly, AARI is based on research in literacy instruction spanning over 50 years. It emphasizes small group instruction that meets students where they are at and accelerates reading achievement through instruction build around: community; text-based inferencing; critical thinking; text structures; text talking and questioning the author.

Tier: Tier 2

Activity - Supplemental Coaching and EL Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Language Acquisition Specialist will provide supplementary content area coaching for teachers regarding literacy instruction to ELs at selected schools within a push in/coaching model.	Academic Support Program, Professional Learning, Teacher Collaboration	Tier 2	Implement	07/01/2017	06/30/2021	\$0	Title III	Language Acquisition Specialist

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Activity - ELA Builder Course	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Based on NWEA results, students will be selected to participate in a course called ELA Builder, which uses the Achieve 3000 computer software to increase reading levels.	Academic Support Program, Direct Instruction	Tier 2		09/01/2016	06/30/2021	\$0	Other	Administration, faculty

### Strategy 2:

School-Wide ELA Strategies - Teachers across the curriculum will implement various ELA strategies.

Category: English/Language Arts

Research Cited: The Michigan Common Core State Standards (MICCSS, 2010). Retrieved on 5/30/2014: <http://miccss.org/> MICCSS is the product of collaborative efforts between the REMC Association of Michigan (REMCAM) and the Michigan Association of Intermediate School Administrators (MAISA), along with many professional experts throughout the state with the common goal of helping educators in better understanding and implementing the Michigan Common Core State.

Fisher, D., Frey, N., & Lapp, D. (2012). Text complexity: Raising Rigor in Reading. Newark, DE: International Reading Association.

Marzano, Robert J., and Pickering, Debra J., (2005). Building Academic Vocabulary Teacher's Manual. Alexandria, VA: ASCD. In Building Academic Vocabulary: Teacher's Manual, Robert J. Marzano and Debra J. Pickering give teachers a practical way to help students master academic vocabulary. Research has shown that when teachers, schools, and districts take a systematic approach to helping students identify and master essential vocabulary and concepts of a given subject area, student comprehension and achievement rises.

Tier: Tier 1

Activity - Close & Critical Reading	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will integrate Close and Critical Reading strategies into their lessons	Direct Instruction	Tier 1		09/01/2016	06/30/2021	\$0	No Funding Required	Administration, faculty

Activity - Academic Vocabulary Lessons	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
SAT-specific vocabulary terms will be selected and assigned to each department. On a week-to-week basis, departments will alternate SAT-specific terms with content-specific terms. Students will use a graphic organizer to demonstrate their understanding.	Direct Instruction	Tier 1	Monitor	01/01/2017	06/30/2019	\$0	No Funding Required	Administration, faculty, SIP team

Activity - SAT Practice	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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On a quarterly basis, departments will choose SAT-style questions from a question bank to embed within lesson plans	Direct Instruction	Tier 1	Implement	09/01/2018	06/30/2019	\$0	No Funding Required	Administration, faculty
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## Goal 2: Promote College and Career Readiness by increasing achievement in Mathematics for all students.

**Measurable Objective 1:**

85% of All Students will demonstrate a proficiency by scoring proficient in Mathematics by 06/30/2022 as measured by state assessments.

**Strategy 1:**

MTSS - Staff will develop, implement, monitor and evaluate the impact of a Multi-Tier System of Support Process (MTSS) and the delivery of Tier 2 and 3 interventions on students' behavioral and academic success.

Category: Mathematics

Research Cited: National Assessment Governing Board, Mathematics Framework for the 2009 National Assessment of Educational Progress. US Dept. of Education, 2008. Foundations for Success: The Final Report of the National Mathematics Advisory Panel. US Dept. of Education: Washington, D.C. 2008

Stein, Mary Kay and Smith, Margaret Schwan (2011): 5 Practices for Orchestrating Productive Mathematics Discussions. Productive discussions in which important mathematical ideas are brought to the surface, contradictions are exposed, and understandings are developed or consolidated.

Tier: Tier 2

Activity - Supplemental Coaching and EL Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Language Acquisition Specialist will provide supplementary content area coaching for teachers regarding literacy instruction to ELs at selected schools within a push in/coaching model.	Academic Support Program, Professional Learning, Teacher Collaboration	Tier 2	Monitor	07/01/2017	06/30/2021	\$0	Title III	Language Acquisition Specialist

Activity - Algebra Lab Course	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Based on NWEA results and curriculum-based measures, eighth-grade students will be selected to participate in a course called Algebra Lab while concurrently enrolled in a general math class. Instructors will reteach concepts, provide remediation, and mentor towards general academic success.	Academic Support Program, Direct Instruction	Tier 2	Monitor	09/01/2016	06/30/2021	\$0	No Funding Required	Administration, faculty
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### Strategy 2:

School-Wide Math Strategies - Teachers across the curriculum will implement various mathematics strategies.

Category: Mathematics

Research Cited: Stein, Mary Kay and Smith, Margaret Schwan (2011): 5 Practices for Orchestrating Productive Mathematics Discussions. Productive discussions in which important mathematical ideas are brought to the surface, contradictions are exposed, and understandings are developed or consolidated.

National Assessment Governing Board, Mathematics Framework for the 2009 National Assessment of Educational Progress. US Dept. of Education, 2008. Foundations for Success: The Final Report of the National Mathematics Advisory Panel. US Dept. of Education: Washington, D.C. 2008

Tier: Tier 1

Activity - Common Math Lessons	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The math department will develop common math lessons to be implemented across the curriculum	Direct Instruction	Tier 1	Implement	09/01/2018	06/30/2019	\$0	No Funding Required	Administration, faculty

Activity - SAT Practice	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
On a quarterly basis, departments will choose SAT-style questions from a question bank to embed within lesson plans	Direct Instruction	Tier 1		09/01/2018	06/30/2019	\$0	No Funding Required	Administration, faculty

## Goal 3: Promote positive school communities by providing quality care, support, safety, and membership programs

### Measurable Objective 1:

increase student growth by building positive community programs by 06/30/2021 as measured by changes in discipline and attendance rates as well as positive survey responses and assessment results..

### Strategy 1:

START Initiative - The counseling department will implement a comprehensive mental health program with focus on developing positive coping skills and life habits.

Category: School Culture

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Research Cited: Maslow (1954). Motivation and Personality. ESSA's focus on the whole child also underscores the importance of addressing the safety and membership/belonging needs outlined by Maslow's Hierarchy prior to significant learning being able to take place.

Tier: Tier 1

Activity - Building Positive Behavior	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Counselors will directly education students and the community on positive coping skills and life habits, beginning with START - Sleep (8+ hours a night), Turn off (electronic devices), Active (physical activity/exercise), Read (improves academics), Take control (be aware of your feelings and emotions).	Direct Instruction, Community Engagement, Behavioral Support Program	Tier 1	Implement	09/01/2018	06/30/2021	\$0	No Funding Required	Administration, counseling staff
Activity - Survey Stakeholders	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The counseling department will survey staff, students, and parents on which behavioral and mental health issues are most concerning. Survey results will drive subsequent additions to the START Initiative	Getting Ready, Community Engagement	Tier 1		09/01/2018	06/30/2019	\$0	No Funding Required	Administration, counseling staff

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### Other

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
ELA Builder Course	Based on NWEA results, students will be selected to participate in a course called ELA Builder, which uses the Achieve 3000 computer software to increase reading levels.	Academic Support Program, Direct Instruction	Tier 2		09/01/2016	06/30/2021	\$0	Administration, faculty

### Title III

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Supplemental Coaching and EL Instruction	Language Acquisition Specialist will provide supplementary content area coaching for teachers regarding literacy instruction to ELs at selected schools within a push in/coaching model.	Academic Support Program, Professional Learning, Teacher Collaboration	Tier 2	Implement	07/01/2017	06/30/2021	\$0	Language Acquisition Specialist
Supplemental Coaching and EL Instruction	Language Acquisition Specialist will provide supplementary content area coaching for teachers regarding literacy instruction to ELs at selected schools within a push in/coaching model.	Academic Support Program, Professional Learning, Teacher Collaboration	Tier 2	Monitor	07/01/2017	06/30/2021	\$0	Language Acquisition Specialist

### No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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Algebra Lab Course	Based on NWEA results and curriculum-based measures, eighth-grade students will be selected to participate in a course called Algebra Lab while concurrently enrolled in a general math class. Instructors will reteach concepts, provide remediation, and mentor towards general academic success.	Academic Support Program, Direct Instruction	Tier 2	Monitor	09/01/2016	06/30/2021	\$0	Administration, faculty
Close & Critical Reading	Teachers will integrate Close and Critical Reading strategies into their lessons	Direct Instruction	Tier 1		09/01/2016	06/30/2021	\$0	Administration, faculty
Academic Vocabulary Lessons	SAT-specific vocabulary terms will be selected and assigned to each department. On a week-to-week basis, departments will alternate SAT-specific terms with content-specific terms. Students will use a graphic organizer to demonstrate their understanding.	Direct Instruction	Tier 1	Monitor	01/01/2017	06/30/2019	\$0	Administration, faculty, SIP team
Common Math Lessons	The math department will develop common math lessons to be implemented across the curriculum	Direct Instruction	Tier 1	Implement	09/01/2018	06/30/2019	\$0	Administration, faculty
SAT Practice	On a quarterly basis, departments will choose SAT-style questions from a question bank to embed within lesson plans	Direct Instruction	Tier 1	Implement	09/01/2018	06/30/2019	\$0	Administration, faculty
SAT Practice	On a quarterly basis, departments will choose SAT-style questions from a question bank to embed within lesson plans	Direct Instruction	Tier 1		09/01/2018	06/30/2019	\$0	Administration, faculty
Building Positive Behavior	Counselors will directly educate students and the community on positive coping skills and life habits, beginning with START - Sleep (8+ hours a night), Turn off (electronic devices), Active (physical activity/exercise), Read (improves academics), Take control (be aware of your feelings and emotions).	Direct Instruction, Community Engagement, Behavioral Support Program	Tier 1	Implement	09/01/2018	06/30/2021	\$0	Administration, counseling staff
Survey Stakeholders	The counseling department will survey staff, students, and parents on which behavioral and mental health issues are most concerning. Survey results will drive subsequent additions to the START Initiative	Getting Ready, Community Engagement	Tier 1		09/01/2018	06/30/2019	\$0	Administration, counseling staff