



# **School Improvement Plan**

**Willow Woods Elementary School**

**Warren Consolidated Schools**

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# TABLE OF CONTENTS

Introduction .....	1
<b>Improvement Plan Assurance</b>	
Introduction .....	3
Improvement Plan Assurance .....	4
<b>Title I Schoolwide Diagnostic</b>	
Introduction .....	6
Component 1: Comprehensive Needs Assessment .....	7
Component 2: Schoolwide Reform Strategies .....	15
Component 3: Instruction by Highly Qualified Staff .....	23
Component 4: Strategies to Attract Highly Qualified Teachers .....	24
Component 5: High Quality and Ongoing Professional Development .....	26
Component 6: Strategies to Increase Parental Involvement .....	27
Component 7: Preschool Transition Strategies .....	33
Component 8: Teacher Participation in Making Assessment Decisions .....	34
Component 9: Timely and Additional Assistance to Students Having Difficulty Mastering the Standards .....	35
Component 10: Coordination and Integration of Federal, State and Local Programs and Resources ...	38
Evaluation: .....	42

**Willow Woods School Improvement Plan 2018-2019**

Overview ..... 45

Goals Summary ..... 46

    Goal 1: Promote college and career readiness by increasing achievement in English Language Arts for all students. . 47

    Goal 2: Promote college and career readiness by increasing achievement in Mathematics for all students. .... 51

    Goal 3: Promote positive school communities, Pre-K to Adult learner, by providing quality in school and out of school care, support, safety and membership programs for students, staff and families. .... 54

Activity Summary by Funding Source ..... 57

## **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 ASSIST	

# **Title I Schoolwide Diagnostic**



## **Introduction**

This diagnostic tool is aligned to requirements for Title I Schoolwide schools. The Comprehensive Needs Assessment must be completed prior to creating a new plan or annually updating an existing school improvement plan. Use the results of the Comprehensive Needs Assessment to develop Goals/Objectives/Strategies and Activities. Ensure that the Comprehensive Needs Assessment addresses all four types of data: student achievement data, school programs/process data, perceptions data (must include teachers and parents; student data is encouraged), and demographic data. The Comprehensive Needs Assessment must also take into account the needs of migratory children as defined in Title I, Part C, Section 1309(2).

## **Component 1: Comprehensive Needs Assessment**

### **1. How was the comprehensive needs assessment process conducted?**

Staff looking at and analyzing data is an ongoing process that goes on throughout the school year. Part of our Professional Learning Communities Action Plan is to look at assessment data (student achievement and instructional data). This year, we continue to use the Spot Light, Highlight Protocol for examining data to ensure consistency across grade levels and curriculum areas.

Many types of data have been examined this school year. In the fall of 2017, MSTEP data from Spring 2016 was inspected by grades 3-5 for gaps in achievement. The NWEA test is conducted in the fall and spring. Staff in grades 1-5 used the data protocol to identify student needs during monthly grade level meetings. DRA testing is also completed during the fall and spring in grades K-5. Staff used monthly grade level meetings and common prep times to discuss results and next steps. Finally, common assessments collaboratively created by grade levels as needed yield interim data to teachers who will in turn provide interventions to students needing support.

Online surveys were given to students, staff, and parents using Survey Monkey for perception data. Students were given time and assistance during the school day to complete the surveys. Staff communicated to parents through the school web page and Class Dojo Story to encourage their participation. A translated paper copy of the survey was available in the school office.

During monthly Parents as Partners (Coffee Hour) parent meetings lead by Title I and EL staff, participants were asked to complete a survey indicating their needs and interests for topics to be covered in the next month's meeting.

### **2. What were the results of the comprehensive needs assessment process? What information was concluded as a result of analyzing perception, student achievement, school programs/process, and demographic data?**

#### **STUDENT ACHIEVEMENT**

The data that was reviewed as part of the Comprehensive Needs Assessment included MSTEP, NWEA, and DRA data. The data for the 2017-2018 school year is as follows:

After analyzing the most current M-Step, NWEA, WIDA and school demographic data and reviewing our school improvement goals, we determined the following:

#### **M-Step ELA**

\*In the area of ELA, when analyzing the 2016 data of the 4th grade students with the 2017 data of that same cohort as 5th graders, the data shows a minimal increase in proficiency from 43.4% to 44.8% within this cohort.

\*In the area of ELA, when analyzing the 2016 data of the 3rd grade students with the 2017 data of that same cohort as 4th graders, the data shows a significant decrease in proficiency from 38.3% to 29.8% within this cohort.

\*Additional data needs to be collected and analyzed to compare and determine proficiency trends with the 3rd grade cohort in ELA.

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#### **M-Step Math**

## School Improvement Plan

Willow Woods Elementary School

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\*In the area of Math, when analyzing the 2016 data of the 4th grade students with the 2017 data of that same cohort as 5th graders, the data shows a significant decrease in proficiency from 43.4% to 35.5% within this cohort.

\*In the area of Math, when analyzing the 2016 data of the 3rd grade students with the 2017 data of that same cohort as 4th graders, the data shows a significant increase in proficiency from 44.6% to 54.4% within this cohort.

\*Additional data needs to be collected and analyzed to compare and determine proficiency trends with the 3rd grade cohort in Math.

### NWEA Reading (1st - 5th)

\*In the area of Reading, 1st and 2nd grade students showed a need in the areas of language and writing and foundational skills.

\*In the area of Reading, 3rd, 4th and 5th grade students showed a need in the areas of informational text; language, craft and structure and in literally text; language, craft and structure.

\*In the area of Reading, 1st and 2nd grade students scored highest in the area of literature and information.

\*In the area of Reading, 3rd, 4th and 5th grade students scored highest in the area of informational text; key ideas and details.

### NWEA Math (1st - 5th)

\*In the area of Math, 1st and 2nd grade students showed a need in the area of geometry.

\*In the area of Math, 3rd, 4th and 5th grade students showed a need in the areas of geometry, measurement and data and algebraic thinking.

\*In the area of Math, 1st and 2nd grade students scored highest in the area of operations and algebraic thinking.

\*In the area of Math, 3rd, 4th and 5th grade students show scored highest in the areas of operations and algebraic thinking and measurement and data.

### NWEA Language Use (3rd, 4th & 5th Only)

\*In the area of Language Use, 3rd, 4th and 5th grade students showed a need in the areas of vocabulary, writing and language use.

\*In the area of Language Use, 3rd, 4th and 5th grade students show scored highest in the area of language; understand edit for grammar usage.

DRA scores from Fall 2017 and Spring 2018 are as follows:

Kindergarten

Fall-Spring

Below level: 92%-32.5%

At level: 11%-25.5%

Above level: 5%-41.5%

Kindergarten decreased the number of students below grade level by 59.5%, increased the number of students at grade level by 14.5%, and increased the number of students above grade level by 36.5%.

Grade 1

Fall-Spring

Below level: 60%-45%

At level: 18%-31%

Above level: 22%-25%

Grade 1 decreased the number of students below grade level by 15%, decreased the number of students at grade level by 13%, and

## School Improvement Plan

Willow Woods Elementary School

---

increased the number of students above grade level by 3%.

### Grade 2

Fall-Spring

Below level: 49%-32%

At level: 15%-34%

Above level: 36%-34%

Grade 2 increased the number of students below grade level by 17%, increased the number of students at grade level by 19%, and decreased the number of students above grade level by 2%.

### Grade 3

Fall

Below level: 47%-45%

At level: 32%-26%

Above level: 21%-29%

Grade 3 decreased the number of students below grade level by 2%, decreased the number of students at grade level by 6%, and increased the number of students above grade level by 8%.

### Grade 4

Fall-Spring

Below level: 49%-14%

At level: 21%-12%

Above level: 30%-74%

Grade 4 decreased the number of students below grade level by 35%, decreased the number of students at grade level by 9%, and increased the number of students above grade level by 44%.

### Grade 5

Fall-Spring

Below level: 34%-15%

At level: 28%-12%

Above level: 37%-73%

Grade 5 decreased the number of students below grade level by 19%, decreased the number of students at grade level by 16%, and increased the number of students above grade level by 36%.

### Science:

Data from Spring 2017 MSTEP results showed that all students in 4th grade are making small gains. In Spring 2015, 3.7% of all students in 4th grade were proficient in science. In Spring 2016, 7.9% of all students in 4th grade were proficient in science. Willow Woods students performed below the State, District, and County averages. Our Economically Disadvantaged subgroup had a 6.4% proficiency rate in Spring 2016. Our Special Ed subgroup had a troubling 0% proficiency rate in Spring 2016. Our Limited English subgroup had a 3.6% proficiency rate in Spring 2016.

## School Improvement Plan

Willow Woods Elementary School

---

### Social Studies:

Data from Spring 2015-Spring 2016 from MSTEP results showed that all students in 5th grade made a slight decline. In Spring 2015, 17.9% of all students in 5th grade were proficient in social studies. In Spring 2016, 12.5% of all students in 5th grade were proficient in social studies. Willow Woods students performed below the State, District, and County averages. Our Economically Disadvantaged subgroup had a 5.4% proficiency rate in Spring 2016. Our Special Ed subgroup had a troubling 0% proficiency rate in Spring 2016. Our Limited English subgroup had a 0% proficiency rate in Spring 2016.

### PROCESS

In the 2014-2015 school year, staff completed the annual AdvancEd Interim Self Assessment. Teaching and Assessing for Learning is an area in need of improvement (with a score of 2.75). The Willow Woods staff utilizes classroom assessment data for tracking achievement. However, the staff needs more training on analyzing data as well as changing instruction based on data. Purpose and Direction and Governance and Leadership are the highest ranked areas (with scores of 3). In the 2015-2016 school year, the staff again completed the annual AdvancEd Interim Self Assessment. The Report Summary showed Using Results for Continuous Improvement as an area of need with a score of 2.8. During the school year, PLC time was directed by the district thus our time for analyzing data was limited. Perhaps once remaining staff members are ILC trained, the staff will feel more competent with the evaluation, interpretation, and use of data. Teaching and Assessing for Learning, which was identified as the lowest area last year, is now the highest ranked area with a score of 3.08. In the 2017-2018 school year, staff completed the annual Self Assessment survey and then came together as a staff to review the results and found the following strengths: 1.2 The school's leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills; 3.2 Curriculum, instruction, and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice; 3.5 Teachers participate in collaborative learning communities to improve instruction and student learning; 3.8 The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress; 5.4 The school engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level. The following areas were found to be the biggest challenges: 4.4 Students and school personnel use a range of media and information resources to support the school's educational programs; 4.6 The school provides support services to meet the physical, social, and emotional needs of the student population being served; 5.3 Professional and support staff are trained in the evaluation, interpretation, and use of data.

Our School Improvement Review, conducted by the Macomb Intermediate School District in January 2015, found that the areas needing attention were Balanced Literacy Approach, Creating an Environment for Learning, and Balanced Math Practices.

During the May 6, 2016 ½ day PLC, the staff was asked to evaluate strategies from our redesign plan. Each grade level, using a color-coding protocol, identified areas as always implemented (green), sometimes implemented (yellow), and seldom implemented (red). This information was used by the SIP team during the summer of 2016 to create our Action Plan for Literacy.

There was a Title I District On-Site Review on April 30, 2013, but Willow Woods was not included in the four schools reviewed. The state gave the following positive feedback.

- Warren Consolidated School District has created an electronic website for curriculum and related resources. Staff is provided learning standards, curriculum maps, pacing guides, multiple resources and reference materials. The district dedicates \$1 million per year for curriculum reviews, revisions, and updates for core academic areas.
- There seems to be a concerted effort to address learning according to Bloom's Taxonomy/Depth of Knowledge (DOK). Focus on the Frayer Vocabulary Model and the use of student response systems help to facilitate student achievement.
- Warren Consolidated District collaborates with other school districts and the Macomb Intermediate School District. Warren Consolidated and Fraser Districts share science programs to replenish resources and expand funding while providing students with supplementary

## School Improvement Plan

Willow Woods Elementary School

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learning experiences.

- In partnership with the North Woodward Community Foundation, Meijer and the Community, Warren Consolidated School District has instituted "Blessings in a Backpack", a program that provides three meals for students to consume over weekends.

The state also gave feedback requiring change.

- Establish a written process to evaluate Title I, Part A supplementary programs/services annually for effectiveness and impact on student achievement.
- Ensure the Title I schools have written parental involvement plans that meet the requirements of Section 1118 of ESEA.
- Establish and implement a written process to ensure stakeholders' involvement in Title I, Part A district-level program decision making.
- Establish and implement a written process to annually evaluate Title I, Part A district-level programs.

In June 2015, Willow Woods was designated as a School-Wide Title I School.

### PERCEPTIONS

Students, parents, and staff responded to surveys concerning their perceptions of Willow Woods. The following information was concluded from the survey data: 80% of Willow Woods students (grades K-5) completed the online school survey during class time in the computer lab. Providing a safe learning environment is a strength of Willow Woods Elementary. About 92% of Willow Woods students think positively about their teachers and how they are treated by them. There was a distinct drop in student satisfaction with teachers when disaggregated by grade level. The higher the grade level, the more dissatisfied students seemed to be. The lowest score was concerning the statement "My Teachers Listen To Me" which only rated about a 69% positive reaction. The lowest disaggregated score for the K-2 Survey was the 58% positive reaction to the statement "My Family Likes To Come To My School." This could be attributed to the fact that we have a high EL population in our classrooms and there may be a language barrier with their parents. The lowest disaggregated score for the 3-5 Survey was the 28% positive reaction to the statement "My Principal and Teachers Ask Me What I Think About School." From the 2016 Student Survey, only 45% of the students talk about their learning at home. This number jumped into the 75% range in 2017. This may have been affected by the school-wide use of Classroom Dojo which allows for easy communication between school and family. As in 2016, students not making good choices about their own behavior and showing disrespect to adults and teachers in the school showed a decreasing trend toward student satisfaction. On top of the survey statement concerning respect, there were a significant amount of open ended question answers that concerned respect toward teachers and other students. We are continuing our PBIS program to address these perceptions. Students feel that their teachers want them to learn and expect them to do their personal best because the staff has high expectations for learning. Teachers set goals with students and track progress. Students know and understand what goals they need to reach and are given the tools they need to be successful. Extra support and intervention is provided for those students that need help reaching their goals. Finally, one stand-out topic on the open-ended section of the 3-5 Survey were the 10% negative comments about testing taking up the computer lab or the stress of taking the M-STEP.

Every Willow Woods family, including all subgroups, was given the opportunity to take the parent survey during Fall Parent Teacher Conferences. These were available online in the computer lab, as well as paper copies or translated copies by request. 77 (24.6%) families out of 312 families took the survey. The Willow Woods parents feel the school is a safe, learning community and feel welcome in the school. They believe that teachers provide support for students' individual needs and communicate about their children's progress. The parents who responded understand the behavioral expectations of the students and feel that the principal is accessible and addresses their concerns. The lowest scores on the survey statements appeared in the "Governance and Leadership" standard. Even though these were our lowest scores, they are still on the upper end of the 5-point Likert scale (3.8-3.9), which implies that parents have a positive perception of Willow Woods.

78% of the Willow Woods staff completed the teacher survey. Overall, the staff feels that we have strong leadership, respect one another and work collaboratively. Many staff members are new to the school this year as there have been many district transfers, however strong leadership is an area of increasing satisfaction with 100% of staff surveyed agreeing or strongly agreeing with this statement. One of the

## School Improvement Plan

Willow Woods Elementary School

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main concerns of overall satisfaction is the amount of support that the at-risk students receive. Close to 85% of staff surveyed agree that they receive adequate support. There are no trends towards decreasing teacher satisfaction. About 60% of the staff surveyed do not feel that the amount of support for the at risk and EL students is sufficient enough to match the increase in number of these students. They also feel that the demands on Special Education and EL students have increased, and the support is insufficient.

A summary of the results demonstrate that students and parents feel home and school connections are improving, and staff recognizes a need for support for at-risk students. The Willow Woods staff will continue to support the discussions about students' learning at home by offering curriculum nights, where staff provides support of the curriculum to families. This will allow families to come in and see strategies that are being used in the classrooms. We will also translate some curriculum expectations and strategies during our monthly Coffee Hours to help support communication among students and parents. Additionally, staff will revisit the PBIS School Wide Behavior Plan during staff meetings and encourage making good choices in their classrooms and during lunch. Overall, parents continue to be satisfied with the Willow Woods staff because they are highly qualified and communicate effectively. PLC time allows for teachers to collaborate and monitor student progress. Teachers communicate with parents constantly through websites, newsletters, notes, smartphone apps, or phone calls.

### DEMOGRAPHICS

Over the last several years, our student enrollment has been fluctuating. From 2011-2016, the enrollment for Willow Woods increased from 351 students to 477 students. The enrollment dropped off considerably by almost 60 pupils to 422 students in the 2016-17 school year. In 2017-2018, our enrollment decreases again to 372. Although there is no concrete data on this shift, we can attribute some of the drop in the student body to population shift out of our school boundaries, school of choice preference and also the fact that we were on the priority school list for the 2014-2015 and 2015-2016 school years, and then from the beginning of 2016 school year to spring of 2017.

Over the last several years, the English Learner (EL) population has also fluctuated. In 2011-12, Willow Woods had 51 EL students. In 2012-13, we had 92 EL students. In 2013-14, we had 124 EL students. In 2014-15 school year, we had 143 EL students. In 2015-16 we had 195 EL students. For the 2016-17 school year, our EL population dropped by 10 students to 185. That, however, shows an actual per capita increase of 3% from 41% in 2015-16 to 44% in 2016-17. In 2017-2018, our enrollment as a whole decreased, as well as the number of EL students. But the overall percentage of EL students has increased to 48% of our student population.

Over the last five years, the Students with Disabilities (SWD) population has been decreasing. In 2012-13, we had 97 SWD. In 2013-14, we had 32 SWD. In 2014-15 school year, we had 31 SWD. In 2015-16 school year, we had 30 SWD. In 2016-17, there are 27 students with disabilities. Currently, in the 2017-2018 school year, there are 20 students with disabilities.

Over the last several years, the unexcused absences have been decreasing overall. In 2011-12, Willow Woods had 462 unexcused absences. In 2012-13, there were 779 unexcused absences. In 2013-14, there were 495 unexcused absences. In 2015-16 school year, there were 581 unexcused absences. During the 2016-17 school year, unexcused absences decreased to 308 occurrences for 124 students, accounting for 29% of the school population. The data for 2014-15 was inaccurate, and needed to be expunged from the report. Over the last several years, the tardies have varied slightly. In 2011-12, Willow Woods had 1,773 tardies. In 2012-13, we had 1,702 tardies. In 2013-14, we had 2,286 tardies. In 2014-15, we had 1,652 tardies. In 2015-16, we had 1,662 tardies. According to PowerSchool data for 2016-17, tardies have dropped to 1086 for 224 students, or 53% of the population of the school.

### CONCLUSIONS

During the 2017-2018 school year, the staff at Willow Woods has continued to focus on 3 Big Ideas: 1) Implement research-based Tier I instructional practices, which support a rigorous and aligned curriculum, 2) Structure time to allow for collaborative teaching and learning, 3) Create a purposeful school community. Cohort data and subgroup data, as well as rising numbers of EL students, demonstrated a need for tiered instruction. Our Tier I classroom instruction is guided by our math and ELA implementation guides, in conjunction with our data protocol (Stoplight, Highlight) to help streamline analyzing data. Teachers needed a time to collaborate in order to best teach all students.

## School Improvement Plan

Willow Woods Elementary School

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Staff regularly participate in weekly common prep meetings, monthly grade level meetings, and monthly MTSS meetings to examine data that will guide instruction. Staff felt that building a purposeful school community will help all students, parents, and staff. Our PBIS program continued its implementation of monthly STAR Students, and using common language and signage in classrooms. All staff committed to using Class Dojo to communicate with parents. Willow Woods staff will continue to focus on such initiatives as Multi-Tiered Support System (MTSS), Data Protocol, and the First 100 Days guide created by the leverage team.

Overall, MSTEP and NWEA data demonstrates performance levels trending upward. Curriculum alignment and delivery continues to be enhanced by research-based strategies and best practices that are implemented with fidelity. Tier II strategies continue to be implemented in the classroom. Staff is receiving additional support from district CITS personnel in Tier II strategies in literacy instruction. Teachers continue to provide Tier I and Tier II instruction during daily 90-minute literacy blocks and 90-minute math blocks. Students will be supported in the Tier III classroom to increase reading and math achievement on a consistent basis. This support will focus on oral language, guided reading, and phonics. This support will not occur during core instruction whenever possible.

For the 2018-2019 school year, staff will continue to follow the math and ELA implementation guides with fidelity. The MTSS process will continue to be refined in order to better service our students and their needs. Staff will use data received from the SEC survey to review, and update if necessary, power standards in the area of ELA in Reading. Teachers will continue to focus literacy instruction on non-fiction texts to support science and social studies curriculums, and to help better prepare the students for the MSTEP. Staff will continue to use the Data Protocol at monthly grade level meetings, monthly MTSS meetings, and weekly common prep meetings to focus on strategies that have the most impact on propelling the students forward in their achievement.

### **3. How are the school goals connected to priority needs and the needs assessment process? It is clear that a detailed analysis of multiple types of data was conducted to select the goals.**

Our 3 Big Ideas continue to support us in our goal to raise student achievement in the core content areas. Our main focus continues to be on providing an enriching Tier I instruction consistently within grade level classrooms for all students and utilize our additional resources to provide focused supplemental intervention instruction for our EL and ED students. Additional support staff for this year have provided professional development for classroom teachers to focus and refine Tier II and Tier III instruction.

Our goals portray a clear and detailed analysis of multiple types of data. We continually examine summative and interim achievement data (NWEA and DRA), state data (AYP, MSTEP, and the Top-to-Bottom Ranking), demographic, process, and perception data. Achievement data was continually analyzed by grade and subgroups. We also examined demographic data (enrollment and attendance) to determine trends and possible causes impacting achievement. We examined process and perceptual (surveys from students, parents, and staff) data to determine trends, strengths, and areas in need of improvement.

### **4. How do the goals address the needs of the whole school population? How is special recognition paid to meeting the needs of children who are disadvantaged?**

Our goal in recent three years was focused on raising achievement in math. Our scores on state assessments have shown that we have improved. This year and next, our focus continues on improving reading and writing in all content areas. Given the specific needs of our increasing EL and ED students, they need extensive intervention in academic vocabulary development and oral language with additional support Title I and Language Acquisition staff. Providing these interventions to all students, with additional opportunities for our EL and ED



## School Improvement Plan

Willow Woods Elementary School

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students, will increase student achievement across the board. These additional opportunities will be provided during individualized and small group Tier I and Tier II instruction in the classroom. Support will continue to be provided to staff for guided reading instruction and interventions by an Early Literacy Consultant provided through an Early Literacy Grant. As per the Third Grade Reading Law, students who fall a full year behind in reading by the third grade will receive an Individual Reading Plan. Additional Tier II and Tier III supplemental instruction will be provided by our Title I, Language Acquisition staff, and Resource Room.

## **Component 2: Schoolwide Reform Strategies**

### **1. Describe the strategies in the schoolwide plan which focus on helping ALL students reach the State's standards.**

The Willow Woods Elementary School education improvement plan strategies focus on improving the direct instruction of all students in the classroom. Teachers implement researched based best practice strategies to positively affect the proficiency of students in all curricular areas. Staff began implementing CITW strategies during the 2014-2015 school year. Currently, all staff are trained and will use a scaffolding approach to effectively, and eventually, implement all of the CITW9 strategies into classroom instruction and across all curricular areas (Reading, Writing, Mathematics, Science, and Social Studies). During the 2016-2017 school year, the staff focused on the following strategies: Setting Objectives and Providing Feedback, and Non-Linguistic Representation. During the 2018-2019 school year, staff will continue the focus of 2017-2018 - Cues, Questions, and Advanced Organizers - Thinking Maps will be implemented across curricular areas, in addition to Assigning Homework and Providing Homework with an emphasis on the importance of a partnership between school and home.

Big Idea #1: Implement researched-based Tier I instructional practices, which support a rigorous and aligned curriculum. In order to successfully support all students at Willow Woods, the team collaboratively decided that Tier I and Tier II strategies be employed in all classrooms.

A Math Implementation Guide was developed collaboratively by the staff during the 2015-2016 school year to be implemented in the 2016-2017 school year. During 2016-2017, one focus of grade level meetings was to progress monitor the components of quality instruction. The components include: Fluency, Warm-up, Direct Instruction, Guided Math, and Check for Understanding. The purpose of the progress monitoring was to ensure full implementation of the math implementation guide in all classrooms. In 2017-2018, staff continued to progress monitor the components of math instruction. Staff also progress monitored the critical components of quality reading instruction. Those components include: Read Aloud, Shared Reading, Word Study, Responding in Writing to Reading, Guided Reading, Literacy Centers, Sharing/Closing, and Checking for Understanding.

Sheltered Instruction for Observation Protocol (SIOP): In the 2014-2015 school year, all staff were given a brief overview of the entire model during district provided professional development time. During 2015-2016, our EL Specialist and EL Teacher provided general classroom teachers with additional professional development on the lesson planning component - specifically the use of Model Performance Indicators (MPI) with writing in math. In the 2016-2017 school year, teachers received professional development for incorporating the MPI model into lesson planning for writing instruction. This occurred during monthly MTSS common prep times.

Marzano's Building Academic Vocabulary: Teachers were introduced to the Marzano process during a staff meeting in the 2013-2014 school year. In 2014-2015 and 2015-2016 school years, teachers have used a variety of forms to implement vocabulary acquisition using the Marzano process. Now that the district has provided us with a common academic vocabulary list for math and language arts, teachers will focus on all of the steps in the process to teach students vocabulary across the content areas. Teachers will use a similar form to scaffold vocabulary instruction from grade level to grade level.

Instructional Learning Cycle (ILC): The ILC process is a defined structure that promotes collaboration and collective responsibility within a teacher team by setting up structures for short term cycles of improvement. Upon review of state and local assessments, Reform and Redesign and School Improvement Plans, as well as additional factors uncovered during Data Dialogues, teacher teams determine a focus for each short term Instructional Learning Cycle. These short cycles of improvement are meant to last 2 to 4 weeks and are guided by a teacher team identifying a measurable objective aligned to state standards and determining an instructional strategy for implementation

## School Improvement Plan

Willow Woods Elementary School

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during a specific round of the ILC. Through this process, those staff members worked collaboratively to analyze data to determine their students' area of need, and then go back and reteach any areas where the students did not achieve an 80% or higher. In the 2015-2016 school year, Kindergarten and third grade teachers received training on the ILC process - also in the area of math. In the 2016-2017 school year, the remainder of staff was trained in the ILC process upon approval of the district. In 2017-2018, the PLC Team created an ILC form specific to Willow Woods needs. Our goal was to use that form to help easily bring the ILC process into the ELA Implementation Guide. Staff will continue using the ILC process in ELA in the 2018-2019 school year.

Staff will periodically evaluate the effectiveness of the Willow Woods ILC form and make revisions as necessary.

A team, including representatives from Kindergarten, 2nd, 3rd, and 5th grades, was formed in 2016-2017 school year to complete a series of professional development days called Leverage Professional Learning for Priority Schools. The leverage team created the PLC implementation guide which was introduced to staff for the 2017-2018 school year and implemented to ensure consistency throughout all meeting types (PLC, MTSS, monthly grade level meetings, weekly grade level common preps, etc.) For the 2017-2018 school year, the Leverage Team and School Improvement Team joined forces to create the PLC Team. Together the PLC Team created a 100 Day Plan which outlines specific check points for implementation of new initiatives; such as the ELA-Reading Strategy Implementation Guide, ILC completion dates, desired outcomes, and collection of artifacts.

Surveys of Enacted Curriculum (SEC): The SEC is a Web-based tool that provides K-12 Mathematics, Science, English Language Arts, and Social Studies teachers with consistent data, both on current instructional practices and the content actually being taught in their classrooms. Survey results are presented in clear and accessible charts and graphs to facilitate data analysis and discussion. The SEC's comprehensive data analysis and reporting tools help district and building level teams to align classroom instruction with state standards, analyze instructional practices and teacher preparation to develop a needs assessment, and plan and evaluate professional learning. At the end of the 2014-2015 school year, each teacher took the Math survey individually for the first time. The resulting data, reported online, provided an objective method for teachers to analyze the degree of alignment between current instruction and state standards and assessments. Increasing student achievement in Math is a building goal and therefore was the focus data. Teachers used the survey as a means to identify grade level power standards. During the 2016-2017 school year, math power standards were identified and fully unpacked. In May 2017, staff took the ELA portion of the SEC and will use those results next year to identify standards in ELA. In May of 2018, staff received additional training on diving deeper into the data the SEC can provide in supporting our priority standards.

Additional strategies teachers will use in the curricular content areas are:

### Reading

Differentiated Instruction/Guided Reading: Using a Balanced Literacy approach (phonemic awareness, phonics, fluency, vocabulary development, and comprehension), teachers continue to provide instruction at students' individual levels through guided reading using the resources of the Literacy Library. 80% of the instruction will be based on non-fiction text with a focus on the Science and Social Studies units. The CAFÉ system (comprehension, accuracy, fluency, and extending vocabulary) is used to further meet the needs of all students, and it occurs daily for a 90 minute reading block. In addition to the 90 minute literacy block, intervention time (Tier 2 Intervention) is scheduled, and put in lesson plans, for students requiring an additional dose of instruction based on student's skill deficiencies. For students in grades K-3 who are a full year or more reading levels behind, an IRP (Individual Reading Plan) is created and implemented as per state law to provide additional support to help close the gap. Staff have also received support by the Early Literacy Specialist for providing an additional "dose" of interventions specifically for their greatest area of need.

Oral Language Instruction: The development of language plays a critical role in students' ability to acquire strong literacy skills, which include reading, writing, listening, speaking, viewing and presenting. Explicit instruction in oral language development provides students with a foundation for comprehending text and communicating effectively. In 2015-2016, staff trained in how to teach Oral Language using Mondo

## School Improvement Plan

Willow Woods Elementary School

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kits. Teachers continued the implementation of Oral Language Instruction using Mondo kits in the 2016-2017 school year. This reading component will be included in the Reading Implementation Guide created in the 2017-2018 school year.

### Writing

Differentiated Instruction/Pathways to Writing: In the 2015-2016 school year, the district adopted and provided Writing Pathways to all teachers. Classroom teachers continue to differentiate writing instruction and provide mini-lessons that assist all children in the writing process during a daily 30 minute writing block. Students will continue to use Thinking Maps to assist in gathering and organizing ideas.

Researched-Based Tier I Writing Strategies: Writing Pathways and Thinking Maps: During the 2016-2017 school year, staff received training on the Writing Pathways program, adopted by the district, which is directly correlated with the Lucy Calkins writing program already in place. Additionally, students will use MAISA writing units to further incorporate the Common Core expectations. Graphic organizers are an integral part of this program; Thinking Map training coincided with the implementation of Writing Pathways. During 2016-2017, district staff provided the training for both Thinking Maps and Writing Pathways. Through modeling and peer coaching, staff worked together to embed the Writing Pathways and Thinking Maps resources and practices into their everyday teaching. Staff collaborated about the implementation of the strategies during grade level meetings and during on-going professional development.

In 2016-2017, teachers met with ELL staff during monthly MTSS prep times to incorporate the MPI model into their writing instruction of both fiction and non-fiction pieces. In 2017-2018, teachers met with EL staff to complete and review IIP (Individual Instruction Plan) forms to provide MTSS interventions to students in grades K-3 who are a year or more behind in reading.

### Math

Differentiated Instruction/Balanced Math: Teachers will continue to differentiate math instruction daily during a 90 minute math block and provide Tier II interventions for the students performing below an 80%. Teachers utilize the Math Strategy Implementation Guide to create a balanced math instruction. The components include: Fluency/Number Talks, Warm Up, Direct Instruction, Guided Math Groups, Check for Understanding. Teachers will continue implementing MPI model during lesson planning. During grade level meetings, teachers continue to progress monitor the elements of quality math instruction to ensure full implementation.

### Science

Teachers use mentor texts throughout all units taught and have supplemented with more Informational Text in order to teach informational text features. Marzano's six-step process for Building Academic Vocabulary is used by instructional staff to support and enhance curriculum by gaining higher depth of knowledge through content and vocabulary acquisition. This is implemented through Guiding Reading, while teachers work with small groups of students to access deeper knowledge through vocabulary and literacy instruction.

### Social Studies

As with Science, teachers use mentor texts throughout all social studies concepts taught. This is again used to teach features of informational text, as well as incorporate Marzano's six-step process of Building Academic Vocabulary. Through the use of Marzano's process for Building Academic Vocabulary, students develop greater depth of knowledge as greater vocabulary is acquired and used to make deeper connections. Instructional staff also incorporates social studies content into Guided Reading in order to offer a cross-curricular approach to literacy and vocabulary acquisition. Additionally, teachers develop projects for students in order to increase depth of knowledge by allowing students to do their own research and acquire information while utilizing the literacy and vocabulary skills taught in class.

**2. Describe how the research-based methods and strategies in the schoolwide plan increase the quality and quantity of instruction (which accelerates and enriches the curriculum).**

## School Improvement Plan

Willow Woods Elementary School

---

All trained instructional staff at Willow Woods implement the nine strategies from McREL Publishing's Classroom Instruction That Works (2012) (CITW) to improve and increase the quality and the quantity of classroom instruction. During the 2018-2019 school year, we will be refining our focus with the Assigning Homework and Providing Homework strategy. A common homework policy will be placed in all students' Wildcat binders at the beginning of the school year.

### Reading

**Differentiated Instruction/Guided Reading:** Using a Balanced Literacy approach (phonemic awareness, phonics, fluency, vocabulary development, and comprehension), teachers continue to provide instruction at students' individual levels through guided reading using the resources of the Literacy Library. 80% of the instruction will be based on non-fiction text with a focus on the Science and Social Studies units. The CAFÉ system (comprehension, accuracy, fluency, and extending vocabulary) is used to further meet the needs of all students, and it occurs daily for a 90 minute reading block. In addition to the 90 minute literacy block, intervention time (Tier 2 Intervention) is scheduled, and put in lesson plans, for students requiring an additional dose of instruction based on student's skill deficiencies. During the 2017-2018 school year, District CITS staff provided staff with professional development to strengthen instruction in the balanced literacy components. Also during 17-18 school year, the ELS (Early Literacy Specialist) provided in classroom professional development on intervention strategies from Jan Richardson's Next Steps in Guided Reading.

**Oral Language Instruction:** The development of language plays a critical role in students' ability to acquire strong literacy skills, which include reading, writing, listening, speaking, viewing and presenting. Explicit instruction in oral language development provides students with a foundation for comprehending text and communicating effectively. In 2015-2016, staff trained in how to teach Oral Language using Mondo kits. Teachers continued the implementation of Oral Language Instruction using Mondo kits in the 2016-2017 school year. This reading component will be included in the Reading Strategy Implementation Guide created in the 2017-2018 school year.

**Explicit Vocabulary Instruction -** Explicit vocabulary instruction emphasizes building vocabulary word knowledge, comprehension and word-learning strategies. Teachers were introduced to the Marzano process during a staff meeting in the 2013-2014 school year. In 2014-2015 and 2015-2016 school years, teachers have used a variety to forms to implement vocabulary acquisition using the Marzano process. The district has provided us with a common academic vocabulary list for math and language arts, teachers will focus on all of the steps in the process to teach students vocabulary across the content areas. Teachers will use a similar form to scaffold vocabulary instruction from grade level to grade level.

### Writing

**Differentiated Instruction/Pathways to Writing:** In the 2015-2016 school year, the district adopted and provided Writing Pathways to all teachers. Classroom teachers continue to differentiate writing instruction and provide mini-lessons that assist all children in the writing process during a daily 30 minute writing block. Students will continue to use Thinking Maps to assist in gathering and organizing ideas. During grade level meetings and PLCs in the 2017-2018 school year, teachers created a Writing Strategy Implementation Guide that will be implemented during the 2018-2019 school year.

**Researched-Based Tier I Writing Strategies: Writing Pathways and Thinking Maps:** During the 2017-2018 school year, staff incorporated into writing instruction the Writing Pathways program, adopted by the district, which is directly correlated with the Lucy Calkins writing program already in place. Additionally, students will use MAISA writing units to further incorporate the Common Core expectations. Graphic organizers are an integral part of this program; Thinking Map training coincided with the implementation of Writing Pathways. During 2016-2017, district staff provided the training for both Thinking Maps and Writing Pathways. Through modeling and peer coaching, staff have embedded the Writing Pathways and Thinking Maps resources and practices into their everyday teaching. Staff will collaborate about the implementation of the strategies during grade level meetings and during on-going professional development.

## School Improvement Plan

Willow Woods Elementary School

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In 2016-2017, teachers met with ELL staff during monthly MTSS prep times to incorporate the MPI model into their writing instruction of both fiction and non-fiction pieces. Also during this school year, Kindergarten and 3rd grades met with the ELA CITS consultant to incorporate Writing Pathways rubrics and checklists into current writing instructional practices. In 2017-2018, we identified grade level standards for writing, which were used to create the Writing Strategy Implementation Guide. During the 18-19 school year, staff will use the Writing SIG to drive instruction in the classroom.

### Math

#### Differentiated Instruction/Balanced Math

Teachers will continue to differentiate math instruction and provide interventions daily during a 60-minute math block based on data obtained through the ILC process. Additionally, teachers will continue to work an additional 30 minutes of math instruction into their daily schedules. This time incorporates activities such as math journaling, acquisition of academic vocabulary, review and practice. Math journaling is done five days a week and is also done in conjunction with district created and provided math tasks per unit and lesson to launch new concepts. This allows students to work independently on greater depth of knowledge tasks in class, so teachers can offer timely feedback that is useful and relevant, as well as encouraging the students to work cooperatively during math discussions upon completion of the math tasks. This also encourages language and vocabulary development, as students are instructed to use math vocabulary and related concepts in math discussions as whole group, or in cooperative learning situations.

Teachers utilize the Math Strategy Implementation Guide to create a balanced math instruction. The components include: Fluency/Number Talks, Warm Up, Direct Instruction, Guided Math Groups, Check for Understanding. Teachers will continue implementing MPI model during lesson planning. During grade level meetings in the 2016-2017 school year, teachers evaluated the elements of quality math instruction to ensure full implementation. During 17-18 school year in grade level meetings, teachers continued to progress monitor their math instruction on the Fidelity of Implementation Rubric.

### Science

Teachers use mentor texts throughout all units taught and have supplemented with more Informational Text in order to teach informational text features. Instructional staff also use the Battle Creek Science Kits to give students an inquiry approach to learning three different areas of science throughout the year. Students engage in hands-on learning to observe, question and discover each different science unit. Marzano's six-step process for Building Academic Vocabulary is used by instructional staff to support and enhance curriculum by gaining higher depth of knowledge through content and vocabulary acquisition. This is implemented through Guiding Reading, while teachers work with small groups of students to access deeper knowledge through vocabulary and literacy instruction. Instruction will be reinforced through the use of Thinking Maps and other graphic, advanced organizers. During the 2017-2018 school year, the district updated all Physical Science kits across the grade levels in order to better align with the Next Generation Science Standards. Also, the new units allowed for collaboration between the classroom and STEM teacher. The district provided professional development for that to occur.

### Social Studies

As with Science, teachers use mentor texts throughout all social studies concepts taught. This is again used to teach features of informational text, as well as incorporate Marzano's six-step process of Building Academic Vocabulary. Through the use of Marzano's process for Building Academic Vocabulary, students develop greater depth of knowledge as greater vocabulary is acquired and used to make deeper connections. Instructional staff also incorporate social studies content into Guided Reading in order to offer a cross-curricular approach to literacy and vocabulary acquisition. Additionally, teachers develop projects for students in order to increase depth of knowledge by allowing students to do their own research and acquire information while utilizing the literacy and vocabulary skills taught in class.

### **3. Describe how the research-based reform strategies in the schoolwide plan align with the findings of the comprehensive needs assessment.**

After analysis of the Comprehensive Needs Assessment, we have continued to focus on the strategies and tools that have proven successful in student achievement, such as Math Strategy Implementation Guide and ELA Strategy Implementation Guide - with the addition of the Writing Strategy Implementation Guide. Tiered instruction will continue in the classrooms across every grade level by using common assessment data to drive instruction. Additional instruction from Title I and EL teachers will also continue as support for student achievement.

### **4. Describe the strategies in the schoolwide plan which provide a level of INTERVENTIONS for students who need the most instructional support in all major subgroups participating in the schoolwide program.**

Throughout the course of a school year, students are given state, district and classroom assessments to identify the needs of the students, identify the areas of strengths and weaknesses and monitor the growth of individual students. The state MSTEP assessment is given to 3rd, 4th and 5th graders each spring. These results are used to determine the greatest areas of need on a school level and individual student basis. The district also mandates the NWEA assessment to be given during an identified time during the fall and spring. This assessment gives the students RIT scores and clearly shows areas of strengths and weaknesses for individual students. These results guide instructional decisions within the Tiers of instruction in the classroom and intervention. It also shows the growth made with these interventions and whether they were effective. The DRA 2 is administered three times a year for kindergarten through 2nd grade and twice a year for 3rd through 5th grades. These scores help teachers identify skills that can be targeted in Tier II instruction and also helps teachers and staff monitor students to make sure appropriate growth is being made. In addition, our English Language Learner population participates in the WIDA test, which is given in the spring to determine their English language level in the domains of reading, writing, speaking and listening to identify appropriate supports to promote accelerated growth with the English language. Based on the scores from these assessments, we are able to identify the most at risk students and provide appropriate interventions. Ongoing progress monitoring is done by classroom teachers, using grade level and district assessments, in the areas of reading, phonics, math, science, writing and social studies. This data helps the teachers differentiate instruction and allows for informed decisions when deciding which interventions best fit the students. Additional progress monitoring assessments will be administered both by the classroom teachers and intervention staff, for the most at risk students so that semester MTSS meetings can be held with the MTSS team, which includes the grade level team teachers, intervention staff, administrator and special education team. This discussion allows us to determine the effectiveness of the interventions being done and adjust them as needed. Goals can be set using the ongoing progress monitoring data. The intervention team analyzes data and ranks the students to find those who are most at risk. Three data points such as state and district assessments, DRA2 data, and observations are used. Flexible groups of students are created by grade level for interventions five times a week for 40 minutes. During intervention, Tier III support is given in the area of English Language Arts. Direct instruction is given to increase skills in phonics, fluency, decoding and comprehension. Ongoing progress monitoring during Tier II instruction in the classroom and Tier III support allows the team to collect data to determine whether interventions are successful. Students not making appropriate gains are discussed during the MTSS meetings and action plans are created to determine if an extra level of instructional support is needed. Additionally, students whose progress has met the desired individual goals set or achieved appropriate proficiency levels are exited from additional assistance. These students, however, continue to be monitored as they are moved to the watch list.

#### Reading

In order to provide Tier I students with differentiated instruction for English Language Arts during the regular school day a variety of assessments are used. All students in grades 3 through 5 are tested two times a year on reading comprehension and fluency using DRA2.

## School Improvement Plan

Willow Woods Elementary School

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Students in kindergarten through third grade are DRA2 tested three times a year. Based on the fall score, students who are behind the benchmark level by a full year or more will be placed on an Individual Reading Plan (IRP). The IRP is written with specific goals and research based strategies to be implemented by classroom teachers and possibly intervention staff to help bring the students back up to benchmark level. The plan is reviewed an additional 2 times throughout the school year to update goals as needed. Students reading below grade level are monitored approximately every 6-8 weeks, using running records. Based on these results, students are placed into appropriate guided reading groups for Tier I reading instruction. Running record and grade level reading assessment data is used to allow for these reading groups to maintain flexibility. Tier II groups are also created to hone in on specific areas of deficit that are inhibiting student growth in reading. All students, K-5, participate daily in a reading management program. This structure allows for differentiation within the literacy concepts presented. During this time students practice reading comprehension strategies, fluency, word study, writing technique and conventions as well as independent reading. Small guided reading groups also take place during the reading management portion of the day, where students are grouped according to their reading ability determined by DRA2. Some grade levels are using the Walk to Read approach in their guided reading structure. Students join the reading group of other classes in order to receive more targeted support with specific reading skills. Eight Thinking Maps are used both in the classroom and intervention to help students with comprehension, determining importance, organization of ideas and writing. Oral language is encouraged and supported through the use of the Mondo Oral Language Program.

Tier III students receive additional daily reading and writing support based on NWEA, DRA2 data, and MSTEP scores. Title I funding provides a full time Title I teacher along with a EL teacher and aide funded through Title III, to assist with reading and writing support. During intervention pull-out reading groups, students practice oral language skills, fluency building and comprehension strategies which help them with concepts taught in the classroom. They are also given remedial instruction and assistance with the English language.

Our resource room teacher provides support in reading, using Corrective Reading and additional guided reading to students who have qualified for these services using academic screeners. Students have individual goals based on their needs and receive support and activities that align with those goals. Our speech therapist provides interventions for identified students through the use of small guided groups that focus on comprehension strategies, fluency and vocabulary and articulation. Our school social worker provides behavioral support through pull-out sessions that target skills in order to reduce behavior problems that could affect student learning.

### Writing

At the end of the 2016-2017 school year, power standards were identified per grade level. In the 2017-2018 school year, an Implementation Guide was developed with critical components and their gold standards, as well as acceptable alternatives. During the 2018-2019 school year, the writing strategy implementation guide will be fully implemented into instruction. The use of the 8 Thinking Maps has been introduced into the classroom to help the students with the writing process. It encourages brainstorming, collecting and organizing ideas and using this information to write a cohesive piece of writing. The MAISA writing units and the Benchmark writing units are provided on our district online teacher resource database, and guide the introduction and pacing of different genres of writing.

There are district wide writing prompts given at the beginning and end of each school year, as well as on-demand writing assessments. Teachers administer these to show growth over time in student performance. These pieces are graded by a team at grade level meetings using the MSTEP rubric. Data is discussed at monthly grade level meetings.

### Math

All students receive Tier I instruction during the regular 90-minute math block. Through the ILC process, students requiring Tier II interventions are identified using our data protocol. Those students receive an additional 15-20 minutes of instruction time based on their specific needs. Interventions can go for 3-5 days depending on the intervention, and then students are retested for proficiency. A Math Interventionist also worked with a targeted set of students in the second grade.



### Science

Teachers use mentor texts throughout all units taught and have supplemented with more Informational Text in order to teach informational text features. Instructional staff also use the Battle Creek Science Kits to give students an inquiry approach to learning three different areas of science throughout the year. Students engage in hands-on learning to observe, question and discover each different science unit. Marzano's six-step process for Building Academic Vocabulary is used by instructional staff to support and enhance curriculum by gaining higher depth of knowledge through content and vocabulary acquisition. This is implemented through Guiding Reading, while teachers work with small groups of students to access deeper knowledge through vocabulary and literacy instruction. Instruction will be reinforced through the use of Thinking Maps and other graphic, advanced organizers.

### Social Studies

As with Science, teachers use mentor texts throughout all social studies concepts taught. This is again used to teach features of informational text, as well as incorporate Marzano's six-step process of Building Academic Vocabulary. Through the use of Marzano's process for Building Academic Vocabulary, students develop greater depth of knowledge as greater vocabulary is acquired and used to make deeper connections. Instructional staff also incorporate social studies content into Guided Reading in order to offer a cross-curricular approach to literacy and vocabulary acquisition. Additionally, teachers develop projects for students in order to increase depth of knowledge by allowing students to do their own research and acquire information while utilizing the literacy and vocabulary skills taught in class. Students not meeting or mastering the standards will receive additional support during Guided Reading. Instruction will be supplemented for additional informational text, concentrating on text features and note taking, summarizing, and establishing strong cooperative learning activities within the classroom.

## **5. Describe how the school determines if these needs of students are being met.**

Throughout the course of a school year, students are given many different state, district and classroom assessments. Student data is monitored throughout the year during the PLC process, grade-level meetings, and school improvement meetings. The building administrator, Title I staff, special education, and general education staff examine a variety of student-level data. From data Director, reports are available which contain MSTEP, NWEA, interim NWEA, DRA, and common assessment data. This is supplemented with classroom grades accessible through Power School. Three of the main assessments we do are progress monitoring assessments (that occur 2-3 times a year). Students 1-5 take the NWEA test and all student K-5 DRA2 assessments. In addition, our English Language Learner population participates in the WIDA test, which is given at the beginning and end of the school year to show growth over time. Based on the scores from these assessments, we are able to identify the bottom 30% of students who have difficulty mastering the State's academic achievement standards in reading, writing, math, science, and social studies. Further progress monitoring for math will be utilized through the use of grade level common assessments each fall, winter, and spring. Additional progress monitoring assessments will be administered for math to the students identified as the bottom 30% every six to eight weeks to manage and document growth. Starting in the 2017-2018 school year, teachers will utilize Individual Reading Plans to support students who start the year one full grade level behind. IRPs are reviewed three times a year and new goals are set. Students enter and exit the bottom 30%, as well as any other additional qualified services, based on the assessment scores from DRA2, NWEA, and WIDA, and other progress monitoring tools used. Additionally, students whose progress has met the desired individual goals set or achieved appropriate proficiency levels are exited from additional assistance. These students, however, continue to be monitored. All grade level teachers meet for 80 minutes weekly through grade level collaboration time.

### Component 3: Instruction by Highly Qualified Staff

Label	Assurance	Response	Comment	Attachment
	<p>1. Do all of the instructional paraprofessionals meet the NCLB requirements for highly qualified? Provide an assurance statement. If no, what is the number that is not highly qualified and what is being done to address this? NOTE: A schoolwide program must have all highly qualified instructional staff.</p>	Yes	All paraprofessionals have met the criteria for Highly Qualified. Personnel files include a signed statement by each staff member attesting to their status of "highly qualified." The Human Resources Department monitors the personnel files for accuracy.	

Label	Assurance	Response	Comment	Attachment
	<p>2. Do all of the teachers meet the NCLB requirements for highly qualified? Provide an assurance statement. If no, what is the number that is not highly qualified and what is being done to address this? NOTE: A schoolwide program must have all highly qualified instructional staff.</p>	Yes	All teachers have met the criteria for Highly Qualified. Personnel Files include a signed statement by each staff member attesting to their status of "highly qualified." The Human Resources Department monitors the personnel files for accuracy.	

## **Component 4: Strategies to Attract Highly Qualified Teachers**

### **1. What is the school's teacher turnover rate for this school year?**

For the 2017-2018 school year, Willow Woods did not have any new classroom teachers join the staff.

### **2. What is the experience level of key teaching and learning personnel?**

Teaching experience at Willow Woods ranges from 10 years to 54 years. Below is a break down of the staff:

1-5 years= 0  
6-10 years= 5  
11-15 years= 10  
16-20 years= 5  
21-25 years= 4  
25+ years= 2

### **3. Describe the specific initiatives the SCHOOL has implemented to attract and retain high quality teachers regardless of the turnover rate.**

Warren Consolidated Schools identifies prospective candidates for hire through an on-line application system which includes a Ventures Self-Assessment and Ventures interview results. Candidates who meet the job qualifications are selected and building principals determine the candidates for interview. An interview team will make recommendation for hire to the Human Resources Dept. and the Superintendent.

Initiatives that the district and school implement are:

1. Numerous Professional Development opportunities building wide
2. Fully equipped media center with full-time Media Specialist
3. Professional Learning Communities
4. Common Planning time for grade level teams
5. Monthly Grade Level Meetings
6. Scheduled MTSS Meetings three times per year
7. MTSS Support includes a full-time EL teacher, a full-time Title I teacher
8. Positive School Climate- Shared decision making through the Professional Learning Communities (PLC) Model of School Improvement.
9. Opportunities for teacher leadership: Building Policy Committee, School Improvement Committee, Curriculum Committee, Teacher Leader Academy, Teacher Union Leadership

### **4. Describe the specific initiatives the DISTRICT has implemented to attract and retain highly qualified teachers regardless of the turnover rate.**

## School Improvement Plan

Willow Woods Elementary School

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Warren Consolidated Schools identifies prospective candidates for hire through an on-line application system which includes a Ventures Self-Assessment and Ventures Interview results. Candidates who meet the job qualifications are selected and building principals determine candidates for interview. An interview team will make recommendations for hire to the Human Resources Department and the Superintendent.

In order to attract and retain highly qualified teachers, Warren Consolidated offers the following:

1. Fifteen Blue Ribbon Schools, including 2 National Blue Ribbon Schools.
2. District Mentoring System
3. New Teacher Academy provided by Macomb Intermediate School District
4. Funding for continuous Professional Staff Development
5. Competitive Salary and Benefits package
6. Classroom Technology that includes: Elmo, laptop, interactive white board, Media Cast and email system.
7. Curriculum Specialists (CITS) to support classroom teachers.
8. Media Centers with full-time media specialist
9. Full-time Instructional Technology Department and support district wide
10. Newly renovated schools
11. District and School-level Professional Development opportunities
12. District wide Accreditation by AdvancEd
13. Teacher of the Year Awards

### **5. If there is a high turnover rate, what initiatives has the school implemented to attempt to lower the turnover rate of highly qualified teachers?**

Historically, Willow Woods does not have a high turnover rate.

## Component 5: High Quality and Ongoing Professional Development

### 1. Describe the professional learning that the staff will receive that is aligned with the comprehensive needs assessment process and the goals of the school improvement plan.

Having been in Priority Status in recent years, the focus was on district and county provided professional development on research based strategies that had the most impact on student achievement. In recent years, the full staff received ILC training and CITW professional development. Our full staff was trained this year on using Thinking Maps across the content areas. In addition, there was a cross-section of teachers who received Leverage training. In the 2017-2018 school year, we continued to implement and hone those research based strategies and instructional practices.

### 2. Describe how this professional learning is "sustained and ongoing."

During the 2016-2017 school year, a cross-section of teachers took part in Leverage training. Out of their work with this training, they developed a PLC Implementation Guide and a 100-day plan to follow to ensure consistency across the classrooms.

In the 2015-2016 school year, staff took the SEC survey to identify core math concepts to help develop a series of math power standards. In the spring of 2017, staff took the SEC survey for ELA to help identify core concepts in order to develop ELA power standards.

During the 2017-2018 school year, the 100 Day Plan guided our professional learning. The focus was on the ILC process in ELA - specifically reading. We will create a new 100 Day Plan for the 2018-2019 school year - which will include the implementation of the Writing Strategy Implementation Guide and continuing the ILC process in ELA.

Label	Assurance	Response	Comment	Attachment
	3. The school's Professional Learning Plan is complete.	Yes		2018-2019 PD template

## **Component 6: Strategies to Increase Parental Involvement**

### **1. Describe how parents are (will be) involved in the design of the schoolwide plan.**

The School Improvement Team, which meets during PLC time and other times throughout the year, uses findings related to the Comprehensive Needs Assessment to complete a final plan alignment to ensure that all data results are aligned with the priority goals. Additionally, the team completed the School Data Analysis diagnostic in AdvancED. SIP Team leaders communicate with staff at PLC meetings to ensure all stakeholders are involved in the process. We also have a data board and target goals in the staff lounge. A heterogeneous group of parent representatives will be selected based on teacher input. A diverse group of members will be invited (various races, cultures, academic levels of students, participation in school and economic status) to be members of the School Improvement team by the principal through a formal letter. The principal explains the process for the SIP meetings during the initial focus group meeting. Parents are helpful in providing another perspective. Parent representatives from this focus group, work specifically on developing the Parent Compact, the Parent Involvement Plan and activities that would benefit the families. Parent representatives are encouraged to share updates at PTCO meetings and attend the focus meetings. We encourage parents to ask questions anytime to eliminate confusion. We sought additional input regarding the school culture, Title I Programs, and parent compact ideas. This information was gathered at PTCO meetings, conferences, parent meetings, telephone calls and surveys. Surveys were completed at all Title I events, at Fall and Spring Conferences and mid-year on-line. Additionally, school improvement information is shared in the school newsletter and at the monthly Parents as Partners (Coffee Hour) with families and translated in Arabic for non-English families. Parents as Partners topics and agendas were initiated by parent and teacher input, interests, and needs. During the 2016-2017 school year, Title I staff focused on providing a connection between school events and coffee hour topics. They brought classroom teachers in to elaborate on current classroom curriculum and strategies. As part of the PBIS process, staff wanted to establish a school-wide communication tool. During the 2016-2017 school year, all staff, including administration and support staff, began using the Class Dojo program to communicate not only student behaviors, but also pictures and updates as needed on classroom and school events. Teachers were able to privately message with parents as well.

### **2. Describe how parents are (will be) involved in the implementation of the schoolwide plan.**

Parents may regularly attend PTCO meetings and participate in Title I Events, in which our SIP goals are discussed. During PTCO Meetings during Principal/Teacher Time, SIP goals and teacher professional development were explained. Our Title I parent meetings and monthly Coffee Hours taught parents ways to help their children. We included strategies for reading, such as fluency, accuracy, comprehension and sight word games. We included strategies for math, such as word problems and math games. We involved community resources, such as the local public library and organizations that assist non-English families. We supported parents with information regarding Parent Portal, Parent-Teacher conferences, study habits, incentives and motivations, DRA, March is Reading Month, and summer activities. We focused on websites that help children with reading, such as Tumble Books. Parents as Partners meetings were offered on different days and times - including mornings, afternoons, and evenings - this year in order to encourage more participation by the parents.

Parents provide a great deal of information to our staff regarding activities that they would like to see in the building and what their perceptions are of our community through surveys. This provides a great support to our staff as we look to develop programs that work for our families and meet their needs. The feedback has lead to childcare being provided during meetings and the planning of Curriculum Nights that meet the needs of the families within the building. Parents have also provided feedback regarding the scheduling of Kindergarten Transition activities and school start-up events.

## School Improvement Plan

Willow Woods Elementary School

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As a building we are focusing on engaging families from a variety of diverse cultural backgrounds. We have engaged parents within our community to assist in providing support and encouragement to families to attend the events. We have also been working on engaging them with our Family Resource Assistant. As more families participate and encourage their neighbors to participate we are better able to meet the needs that they have.

### 3. Describe how parents are (will be) involved in the evaluation of the schoolwide plan.

Parents were involved in the evaluation of the school wide plan in a variety of ways. Throughout the year all parents have the opportunity to contribute input via a fall and spring perception survey that are conducted at Parent Teacher Conferences. Other more informal meetings such as parent involvement events, PTCO meetings, conferences, and open house also are situations where parents are informed of the SIP plan and are welcome to give frequent feedback.

Additionally, stakeholders have the opportunity to voice their opinions on strengths and weaknesses regarding curriculum, school goals and improvement for student learning for the upcoming year by attending one of two offered Title I Spring Evaluation Meetings and Coffee Hour surveys and completing the perception surveys online. Using feedback from these meetings and survey results, as well as all data examined throughout the year from all four sources, the SIP team, including parent members, will consider all stakeholder ideas when updating the plan for the new school year.

Label	Assurance	Response	Comment	Attachment
	4. Does the school have a Title I Parent Involvement policy that addresses how the school carries out the required activities of ESEA Section 1118 (c) through (f)?	Yes		Parent Involvement Plan

### 5. Describe how the school is carrying out the activities outlined in ESEA Section 1118 (e) 1-5, 14 and (f).

1. Provide assistance to parents to understand content standards, assessments, Title I programming, monitoring child's progress and how to work with educators.

The District webpage provides a section of information on the new M-Step test and preparation material for parents to access; "Parent Portal" information (parent log-in to check student attendance, overall grades, and class grade progress); grade level curriculum support websites. The District provides the parents a Parent Handbook to help understand the State Common Core language that is used on the report cards that are passed out by classroom teachers and discussed at fall conferences. At the building level, we have Title I Fall and Spring Parent nights to discuss the Parent Compact and Parent Involvement Plan. During the Meet the Teacher Night and Parent and Teacher conferences, teachers discuss the curriculum, progress and requirements in the classroom. Our principal attaches an explanation note to the NWEA scores when these are sent home. The school has a monthly newsletter that shares on-going information on programs and services. The School Parent Handbook, and building website include information on upcoming events.

2. Provide materials and training for parents.

The district webpage links parents to resources available through various websites, and content specific video tutorial sites; Summer preschool program provides training and materials on reading to young children. At the building level we provide Title I curriculum evenings based on the greatest needs of our school community, determined by the Comprehensive Needs Assessment. The focus is to provide families and students the opportunity to meet and learn strategies that will support the learning of the children and engage families. In

## School Improvement Plan

Willow Woods Elementary School

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addition, staff work with families via email, telephone calls, Class Dojo messaging, Language Line and through the Family Resource Assistant, an individual whom is able to provide academic support and materials for parents by translating in the parents' native language. The school provides online programs to promote at home reading support for fluency and a workshop to explain to parents. The school website provides links to learning websites that are used in the classrooms for extension activities. Books are sent home with students below grade level to allow for take home practice. Staff provide feedback regarding progress through report cards, progress reports, behavior plans. During May and June, Title I staff has implemented a Kindergarten Drop In program for incoming kindergarten parents. Parents are provided with information about kindergarten standards and given support and materials to use at home to prepare their students for kindergarten in the fall. Our Summer Reading program was very successful in the summer of 2016 and 2017, and we will continue the program in summer of 2018. Students were given books to take home and read. At school, teachers listened to students read to assess fluency, accuracy and comprehension.

### 3. Training for staff to assist them in working with parents

Culturally Responsive Classrooms - staff took part in professional learning in the 2016-2017 school year which helped to develop culturally responsive classrooms and school community, which included a diversity self assessment and reflection. This helped staff embrace diversity and create learning environments that respond to the needs of their students and the school community.

### 4. Coordinate with parent involvement in other programs

Early childhood Federal and State grants, Headstart and Great Start Readiness Program (WCS World of Fours Program) provide free, quality preschool programs within the WCS community. These programs focus on building early literacy skills to help at risk preschool aged children prepare for kindergarten.

WCS offers kindergarten orientation evenings in February to explain the registration process and programs offered. In May, Willow Woods is offering a Kindergarten open house event for incoming students to familiarize the community with some of the staff and the building they will be attending in the fall. In spring and summer, incoming Kindergarten students and their parents will be invited to attend a readiness program where they will participate in different activities. During this program, parents of incoming students will be provided at home activities to help promote school readiness. In September, Willow Woods hosts a Meet the Teacher Night to introduce curriculum and classroom procedures.

Willow Woods staff coordinates with the PTCO to help increase participation at their events. PTCO event attendance is encouraged for all families to promote school community and support.

### 5. Provide information in a format that is understandable to parents

WCS provides information to parents in a variety of formats, such as the district website, information sent via mail, ROBO call from the superintendent to get a message out to the mass school community and notices sent home through our own school, which are translated. In addition, interpreters (bilingual and hearing impaired) are available to provide translation services during Fall and Spring conferences and throughout the year at parent meetings. The district also uses Language Line, real-time translator phone service, when needed. Included on the district webpage are video tutorials for accessing the service, and the site is translatable by selecting a language scrolled at the bottom. Willow Woods has made an effort to have major items translated into other languages that support our community which have included parent meetings, parent surveys, school monthly newsletters, and conference information. In addition, telephone calls were placed to families by the Family Resource Assistant to encourage their involvement in conferences and find out if translators were needed for the meetings. At conferences we had translators scheduled upon request.

### 6. Provide other reasonable support as requested

To provide parental support, staff regularly makes accommodations. Parent teacher conferences are scheduled using sign up sheets to



## School Improvement Plan

Willow Woods Elementary School

---

provide flexibility, including before and after school, and during prep periods to accommodate parent schedules.

A monthly Parents as Partners has been created for our parents and translated in Arabic for our non- English families to provide a comfort level for them to be more present in the school community. The Language Acquisition Teacher, Language Acquisition Specialist, Family Resource Assistant and Language Acquisition Paraprofessional, and classroom teachers are present. Beginning in the 2017-2018 school year, the title of the program will change to Parents as Partners and will also be offered in the evening to help accommodate parent schedules. School data, curriculum information, and activities are explained and translated for parents during this time.

Open communication with the administrator is encouraged with her presence before and after school and at after school events.

Language Acquisition Teachers and Title I teachers are present during special meetings and the monthly Parents as Partners meetings.

1118(f) Accessibility for disabled parents, LEP parents, parents of migratory children

Parents of students with disabilities and limited English proficiency are provided opportunities for full participation in the education of their children. Parents are encouraged to participate in all school events, including parent teacher conferences, progress reports, report cards, IEP progress reports and translation services.

All WCS buildings are handicapped accessible. A Title III Family Resource Assistant, bilingual interpreters and hearing-impaired interpreters are available to assist parents during school functions. The WCS website has the ability for information to be translated immediately upon input. "Language Line", an on-demand phone interpretation service is available in all school offices and administration building. Homeless families have transportation resources upon request.

### **6. Describe how the parent involvement component of the schoolwide plan is (will be) evaluated.**

During the Spring Title I Evaluation meeting, the Parent Compact Plan, Involvement Plan and all four sets of data (achievement, program/process, demographic and perception) are reviewed by parents. The achievement, demographic, program and perception data being reviewed simultaneously with parent involvement components allows parents to have a voice in evaluating the current program, and request/plan for revisions of the parent components for the following year.

This is one of two formal occasions that parents are asked to identify their needs relative to supporting the academic success of their students. These two times are the Spring Evaluation Meeting, and the Fall Title I Informational meeting. This is combined with the perception data/feedback parents provide throughout the year regarding parent activities and needs (via surveys following each parent event and planning meetings for future parent events). This data is compiled by the School Improvement Team, of which parents are also members, and used to revise the parent programming, plan, and compact, as well. In addition, the School Compact and Involvement Plan for the building are put onto the website and families can review them as needed. Teachers also discuss the plan at Fall Parent Teacher Conferences and explain them to make sure parents understand them and can ask questions if needed.

### **7. Describe how the results of the evaluation are (will be) used to improve the schoolwide program.**

The staff will use the results of the parent surveys, previously mentioned, to evaluate the overall impact of school wide plan. This will help us determine what changes need to be made in the coming school year to better assist our students and parents with their ever evolving learning needs. We will also use these results to help drive future planning of events and instruction by our Title I staff.

**8. Describe how the school-parent compact is developed.**

Using examples from other local schools in the area, we created our school-parent compact and shared it with our parent focus group to get feedback and suggestions about what we can do in the future to improve parent, student and teacher compliance of this plan. This document outlined the academic and behavioral expectations from parents, students and teachers alike. These were passed out to parents at Meet the Teacher Night. After being read and signed by the parent, student and teacher, these compacts were then returned to the office, and filed for future reference and to be reviewed again during parent teacher conferences. Each year, the School-Parent Compact is reviewed, including the Title I staff, for any changes that may need to be made.

**9. Describe how the School-Parent Compact is used at elementary-level parent teacher conferences.**

The compact is shared with parents and students at registration in August and at Open House in September. All parties are asked to sign the compact. A copy of the compact is on display on the Willow Woods website. Staff review the compact at Fall Parent Teacher Conferences in November while meeting with parents. Parents, students and teachers are asked to sign the document and the compact is collected in the office. Any questions that may come up are addressed at conferences or throughout the school year as needed.

**10. How is the School-Parent Compact shared with middle school or high school parents (depending on the grade span of the school)?**

N/A

Label	Assurance	Response	Comment	Attachment
	The School's School-Parent Compact is attached.	Yes		Student Parent School Compact

**11. Describe how the school provides individual student academic assessment results in a language the parents can understand.**

Warren Consolidated Schools provides information to parents in a variety of formats to meet the needs of our diverse population. Interpreters (bilingual and hearing impaired) are available to provide translation services during Fall and Spring conferences and throughout the year at parent meetings. All staff may use Language Line, a real-time translator phone service, as a mode of communication. Each school and classroom may access Language Line at any time. A video tutorial for accessing the service is available for staff use.

NWEA assessment results are explained in parent friendly language that is available under the "Parent/Students" section of our district webpage.

## School Improvement Plan

Willow Woods Elementary School

---

Staff share results with parents during conferences or information discussions, phone calls, emails and newsletters using parent friendly/non-academic language.

In order to communicate with parents in a language they understand teachers and principal(s) are available to explain assessment results at conferences, or through email/phone conversations. This information is also shared with parents during PTCO meetings, conferences, and Meet the Teacher Night. The district webpage also displays videos and Powerpoints explaining assessment results. The Office of Curriculum and Instruction presents all assessment results to parents and the community at televised Board of Education meetings. Bilingual interpreters, our Family Resource Assistant, and interpreters for the hearing impaired are available to assist with translation needs. Beginning in the 2017-2018 school year, staff meet with parents of students who are on Individual Reading Plans twice a year. Interpreters are provided as needed.

## **Component 7: Preschool Transition Strategies**

### **1. In what ways does the school connect with preschool age children more than a once a year visitation to the kindergarten classroom?**

Each February, the District holds a Kindergarten informational meeting to provide information regarding Kindergarten and the expectations and services provided. In May, Willow Woods will have a Kindergarten Open House to provide students the opportunity to visit classrooms and other locations throughout the building. Parents will have the opportunity to talk with the staff and discuss curriculum. In May and June, a kindergarten drop in time is offered for parents and students. This will provide the kindergartners an opportunity to experience the classroom in an informal way and the hours will allow parents the flexibility to attend at a time convenient to their schedule. In August, the classroom teachers will schedule a specific testing time for each student. In September, we will have our traditional Meet the Teacher Night.

### **2. What types of training does the school provide preschool parents and/or preschool teachers on the skills preschool age children will need when they enter kindergarten?**

Early childhood grants, Head Start and Great Start Readiness Program (Warren Consolidated Schools - World of Fours Program), provide 10 classrooms of free, quality preschool programs at Hatherly Educational Center, to children across the district. The programs focus heavily on building early literacy and math skills to support their success as they prepare for Kindergarten. Hatherly Educational Center also hosts the district's Early Childhood Special Education Program for qualifying students. Parent involvement activities are regularly scheduled and an advisory group works cooperatively with early childhood and building staff. Additionally, Warren Consolidated Schools also offers family-paid per-school opportunities to those families that do not qualify for Head Start or Great Start Readiness programming at several other elementary schools in the district, which also include parent involvement activities throughout the year to support a successful transition to kindergarten. More formally, a district-level informational meeting is held for parents of incoming kindergartners. Parents are invited through district mailings and through preschool programs. Building level Kindergarten Round-Up events occur each spring after the informational meeting.

## **Component 8: Teacher Participation in Making Assessment Decisions**

### **1. How do teachers provide their input into the decisions regarding the use of school-based academic assessments?**

Using the ILC process, teachers make school based assessment decisions during PLC, grade level common prep times and staff meetings. They worked collaboratively with their teams to determine types of assessments to be used to monitor student learning: student identification for Tier II/III interventions, creating flexible small groups for individualized instruction/re-teaching. Common assessments included the NWEA test, DRA testing, and grade level common assessments. Throughout the course of a school year, students were given many different state, district and classroom assessments. Three of the main assessments we did were progress monitoring assessments (that occur 2-3 times a year). Students, grades 1-5 take the NWEA test, and grades K-5 took a DRA2 assessment. In addition, our English Language Learner population participated in the WIDA test, which was given at the beginning and end of the school year to show growth over time. Based on the scores from these assessments, we were able to identify the bottom 30% of students who had difficulty mastering the State's academic achievement standards in reading, writing, math, science, and social studies. Further progress monitoring for math is utilized through the use of grade level common assessments throughout the school year. Additional progress monitoring assessments was administered for math and reading to the students identified as the bottom 30% every six to eight weeks to manage and document growth. The remainder of teachers participated in the Instructional Learning Cycle (ILC) process.

During grade level meetings, teachers refined a common assessment for math to evaluate student proficiency in topics covered in trimesters 1 and 2.

### **2. How are teachers involved in student achievement data analysis for the purpose of improving the academic achievement of all students?**

Teachers analyze student achievement data individually and collectively during PLC, grade level common prep times and staff meetings. All staff has direct access to Data Director, the district data warehouse system, to pull a variety of reports: class aggregate reports, item analysis reports, individual analysis reports etc. Through analysis and discussion, teachers identify deficit areas which require re-teaching and/or Tier II intervention support. MTSS teams also review the data to determine additional intervention needs or possible testing for special education services. Decisions about curriculum, instruction, and assessments are made with the help of all stakeholders at Willow Woods. The School Improvement Planning team in conjunction with the staff is involved in making decisions that help drive the direction of our school. Teachers provide input into school-based assessment decisions during PLC, grade level and staff meetings. They work collaboratively with their teams to determine the types of assessments to be used to monitor student learning: student identification for Tier II/III interventions, creating flexible small groups for individualized instruction/re-teaching.

We continued to use PLC, grade level common prep times, and staff meetings as times to analyze student data. Monthly grade level meetings, as well as MTSS meetings, provided other opportunities for teachers to analyze student data and monitor their progress. Staff used protocols learned in the Teacher Leader program which allows for the most efficient use of time in these meetings. Following specific protocols (MTSS forms, student information cards) for analyzing student data allows teachers to quickly pick up with the students where they left off the year before to maximize instructional time.

## **Component 9: Timely and Additional Assistance to Students Having Difficulty Mastering the Standards**

### **1. Describe the process to identify students who experience difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level.**

Throughout the course of a school year, students are given state, district and classroom assessments. All students in grades 1st through 5th grade take the NWEA test in fall and spring. Kindergarteners are given the MLPP assessment in the fall, while first through fifth grade is given the DRA2 reading assessment. These fall assessment results are used to identify the students who qualify for an Individual Reading Plan. This DRA2 assessment is given twice more for kindergarten through third grade and once more in the spring for grades 3-5. The MSTEP assessment is administered in the spring for grades 3-5. In addition, our English Language Learner population participates in the WIDA test, which is given in the spring to determine levels of proficiency with the English language in the areas of reading, writing, listening and speaking. Based on the cumulative scores from these assessments, we are able to identify the most at risk of students in the areas of English Language Arts and Mathematics. Further progress monitoring in these areas are done with the use of grade level and district common assessments. Additional monitoring is done through classroom observation. Tier II support is given by the classroom teachers based on the analysis of data which is done during monthly grade level meetings. Tier II additional teaching opportunities are done throughout the day for a minimum of 10-20 minutes targeting specific deficit skills in the areas of Mathematics and English Language Arts. At the beginning of each school year, the most at risk students are determined using three data points, such as DRA2, MSTEP, NWEA, observations, and district level common assessments. These students are given additional Title I assistance, intervention groups and an increase in differentiated instruction to help them show accelerated progress. Kindergarten students are that are below grade level as identified by the MLPP data receive Tier II support and additional support with the English Language aide and or Intervention team for 20 minutes 4-5 times a week. Students in first through fifth grade whom are identified as most at risk, receive intervention support daily with the focus on phonics, decoding, reading fluency and comprehension. Ongoing progress monitoring on these students is done by the classroom teacher and intervention staff. These flexible groups allow for changes to be made based on the students' progress. Students that achieve grade level proficiency, as determined by the DRA2, grade level and district assessments exit the intervention program and are placed on a watch list for close monitoring. Students that are not making adequate gains are added to our MTSS process. The MTSS team meets three times a year to review the students' data and teacher and staff observations. This team is comprised of the grade level teachers, intervention staff, administrator and special education team. Specific goals are made and monitored for the students based on their areas of weaknesses. Further testing and action plans are devised, when needed. This process allows for open communication among staff and close monitoring of our neediest students.

### **2. How is timely, effective, additional assistance provided to students who are experiencing difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level?**

Students are given state, district and classroom assessments to identify the needs of the students, identify the areas of strengths and weaknesses and monitor the growth of individual students. The state MSTEP assessment is given to 3rd, 4th and 5th graders each spring. These results are used to determine the greatest areas of need on a school level and individual student basis. The district also mandates the NWEA assessment to be given during an identified time during the fall and spring. This assessment gives the students RIT scores and clearly shows areas of strengths and weaknesses for individual students. These results guide instructional decisions within the Tiers of instruction in the classroom and intervention. It also shows the growth made with these interventions and whether they were effective. The

## School Improvement Plan

Willow Woods Elementary School

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DRA2 is administered three times a year for kindergarten through 2nd grade and twice a year for 3rd through 5th grades. These scores help teachers identify skills that can be targeted in Tier II instruction and also helps teachers and staff monitor students to make sure appropriate growth is being made. In addition, our English Language Learner population participates in the WIDA test, which is given in the spring to determine their English language level in the domains of reading, writing, speaking and listening to identify appropriate supports to promote accelerated growth with the English language. Based on the scores from these assessments, we are able to identify the most at risk students and provide appropriate interventions. Ongoing progress monitoring is done by classroom teachers, using grade level and district assessments, in the areas of reading, phonics, math, science, writing and social studies. This data helps the teachers differentiate instruction and allows for informed decisions when deciding which interventions best fit the students. Additional progress monitoring assessments will be administered both by the classroom teachers and intervention staff, for the most at risk students so that semester MTSS meetings can be held with the MTSS team, which includes the grade level team teachers, intervention staff, administrator and special education team. This discussion allows us to determine the effectiveness of the interventions being done and adjust them as needed. Goals can be set using the ongoing progress monitoring data. The intervention team analyzes data and ranks the students to find the are most at risk. Three data points such as state and district assessments, DRA2 data, and observations are used. Flexible groups of students are created by grade level for interventions five times a week for 40 minutes. During intervention, Tier III support is given in the area of English Language Arts. Direct instruction is given to increase skills in phonics, fluency, decoding and comprehension. Ongoing progress monitoring during Tier II instruction in the classroom and Tier III support allows the team to collect data to determine whether interventions are successful. Students not making appropriate gains are discussed during the MTSS meetings and action plans are created to determine if an extra level of instructional support is needed. Additionally, students whose progress has met the desired individual goals set or achieved appropriate proficiency levels are exited from additional assistance. These students, however, continue to be monitored as they are moved to the watch list.

All students in grades 3 through 5 are tested two times a year on reading comprehension and fluency using DRA2. Students in kindergarten through second grade are DRA2 tested three times a year. Students reading below grade level are monitored approximately every 6-8 weeks, using running records. Based on these results, students are placed into appropriate guided reading groups for Tier I reading instruction. Running record and grade level reading assessment data is used to allow for these reading groups to maintain flexibility. Tier II groups are also created to hone in on specific areas of deficit that are inhibiting student growth in reading. All students, K-5, participate daily in a reading management program. This structure allows for differentiation within the literacy concepts presented. During this time students practice reading comprehension strategies, fluency, word study, writing technique and conventions as well as independent reading. Small guided reading groups also take place during the reading management portion of the day, where students are grouped according to their reading ability determined by DRA2. Some grade levels are using the Walk to Read approach in their guided reading structure. Students join the reading group of other classes in order to receive more targeted support with specific reading skills. Eight Thinking Maps are used both in the classroom and intervention to help students with comprehension, determining importance, organization of ideas and writing. Oral language is encouraged and supported through the use of the Mondo Oral Language Program.

Tier III students, as determined as the most at risk students in the area of English Language Arts, based on the described assessments, receive additional daily reading and writing support based on NWEA, DRA2 data, and MSTEP scores. Title I funding provides a full time Title I teacher along with an EL teacher and aide funded through Title III, to assist with reading and writing support. During intervention pull-out reading groups, students practice oral language skills, fluency building and comprehension strategies which help them with concepts taught in the classroom. They are also given remedial instruction and assistance with the English language.

A district Early Literacy Specialist is coaching teachers in grades kindergarten through third grade to support the Tier II interventions provided in the area of ELA. She is supporting teachers by administering basic reading skills assessments to all students and helping create flexible groups for Tier II instruction to hone in on specific target skills to increase the reading fluency of these students. In 2017-2018, the ELS provided in classroom professional development on using Jan Richardson's Next Steps in Guided Reading strategies.

Our resource room teacher provides support in reading, using Corrective Reading and additional guided reading to students who have qualified for these services using academic screeners. Students have individual goals based on their needs and receive support and activities that align with those goals. Our speech therapist provides interventions for identified students through the use of small guided groups that focus on comprehension strategies, fluency and vocabulary and articulation. Our school social worker provides behavioral support through pull-out sessions that target skills in order to reduce behavior problems that could affect student learning.

### **3. How are students' individual needs being addressed through differentiated instruction in the classroom?**

All students are given Tier I instruction in English Language Arts and Mathematics during the determined grade level blocks of time. All students in grades kindergarten through fifth, participate in a daily management program in these areas of study, and are grouped by ability level and specific need to receive Tier II support with their classroom teachers. During this time students are given direct instruction and practice with targeted skills to increase their understanding with concepts in both English Language Arts and Mathematics. Guided reading and math groups allow students to work at their instructional level. The daily system taps into different learning styles as it allows students to choose to work individually and with peers. During the ELA block, students practice word work, guided reading, individual and peer reading. The Mathematics block allows teachers to meet with guided math groups for smaller student to teacher ratio when providing support with math journaling, number talks and problem solving. Tier II instruction is also incorporated into the math block, along with other convenient times throughout the day for quick targeted instruction.



## **Component 10: Coordination and Integration of Federal, State and Local Programs and Resources**

### **1. In what ways are the programs coordinated and integrated toward the achievement of the schoolwide goals? Include a LIST of the State, local and Federal programs/resources that will be supporting the schoolwide program.**

Our Title I teacher and paraprofessional provide supplemental and timely instructional support to students during the school day and afterschool. Title I staff work collaboratively with general education staff during regular weekly meetings to monitor and support students in meeting schoolwide goals. Parent involvement activities are designed and implemented throughout the year. Parents have multiple opportunities for providing input into the schoolwide SIP program.

Title IIa funds provide professional development to our teachers based on district and school improvement goals. Our teachers have participated in Balanced Literacy, job embedded guided reading coaching support, diagnostic assessment learning (DRA2). Additionally, our school receives an annual general fund allocation to support school improvement activities.

Early childhood Federal and State grants, Headstart and Great Start Readiness Program (WCS World of Fours Program), provide 10 classrooms of free, quality preschool programs at Hatherly Educational Center. The programs focus heavily on building early literacy and math skills to support their success as they prepare for kindergarten. Parent involvement activities are regularly scheduled and an advisory group works cooperatively with early childhood and building staff.

Federal Grant, Title III, provides supplemental instructional support, in the form of extended day and year programming, to eligible students. Additionally, family resource assistants work directly with ELL families at meetings and by phone to support parents as they learn about the American School system, and our school works with the district's Department of Language Acquisition to plan and participate in afterschool/summer programs to support ELL students. Title III is also used to provide additional professional development to staff in meeting the needs of English Language Learners in the classroom.

Federal grant, IDEA provides classrooms of quality early childhood special education at Hatherly Educational Center. Building-level budgets also provide resources for additional instructional materials.

### **2. Describe how the school will use the resources from Title I and other State, local and Federal sources to implement the ten required schoolwide components.**

#### 1. Comprehensive Needs Assessment:

General Fund -

Professional Learning Community meetings; SIP Team meetings;

#### 2. Schoolwide Reform Strategies:

General Fund -

Professional Learning Communities model of school improvement (based on the work of Richard DuFour)

Title I A -

Specific Title I strategies for the building

#### 3. Highly Qualified Staff: and

#### 4. Attract and Retain Highly Qualified Staff:

## School Improvement Plan

Willow Woods Elementary School

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### General Fund -

- All staff (teacher and paraprofessionals meet the criteria for Highly Qualified
- District/School level mentoring system)
- New teacher academy provided by the Macomb Intermediate School District (MISD)
- Curriculum Steering Committees
- Competitive Salary and Benefits package
- Classroom computer, e-mail system, interactive white boards in all classrooms
- Curriculum specialists to support classroom teachers
- Positive School Climate - shared decision making through the PLC model of School Improvement
- Opportunities for teacher leadership: Building Policy Committee, School Improvement Committee, District Curriculum Committee, Title 1 Committee, PBS Committee, Teacher Leader Academy (MISD)
- Staffed media centers; distance learning capabilities, building WIFI
- Full time Instructional Technology Department
- Laptop cart

### 5. Professional Development:

#### General Fund -

Curriculum Steering Committee funding opportunities available for Staff to Apply to various Professional Learning Opportunities

#### General Fund and Title II -

District level professional development in core areas (Writers Workshop, Guided Reading, DRA2, science, math, social studies, Data Director, Differentiated Instruction, Classroom Instruction That Works, MTSS)

#### Title II -

- PLC and School Improvement Training
- Visits by content specialists

#### Title III

- Differentiated Instruction for ELs
- Oral Language Development (and assessment)
- Writing
- SIOP (Sheltered Instruction Observational Protocol)

#### Title I -

- Professional Development for Title I Staff in Parent and Community Relationships (Joyce Epstein Model)
- Differentiated Instruction
- Reading and Vocabulary Intervention Strategies (Math, Science, and Social Studies Included)
- Math Intervention Strategies
- Math Intervention teacher added for 2015-2016 school year
- PBIS training 9/23 and 10/28
- ILC training for grade 3

### 6. Parental Involvement:

#### General Fund -

- District webpage with parent education sites; translation available in major languages
- ELL Tutor/translators available for parent meetings/communication
- ELL Parent Advisory Committee (meet 3x/year)
- ELL Parent Involvement Meetings (6-8x/year at different schools)

## School Improvement Plan

Willow Woods Elementary School

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- ESL Classes through Community Services
- ELL Parent Education DVDs
- "Language Line", on-demand interpretation service via phone system
- Spring and Fall Parent-Teacher Conferences
- "Powerschool" Program: online progress reports, lesson plans and grade book; Parent Portal
- Automated Phone Fan-out system;

### Title I -

- Fall Title I Meeting and Parent-School Compact and Building Plan Review
- Spring Title I Evaluation Meeting
- Parent Focus / Survey Groups
- Joyce Epstein's Model of Parent Involvement training for building administrators and Title I staff
- Coffee Chats with parents of EL students

### Volunteer/Community Services -

- Parent participation in School Improvement Process and Title I Evaluation;
- IEP meetings for Special Education students
- Classroom/media center volunteers/field trip/camp supervision;
- PTO/Boosters membership (school and district level)
- District American Education Week Poster Contest;
- Warren Consolidated Schools Health Council, Health Advisory Committee and District PTO Leadership; District School Improvement Team; ELL Parent Advisory Committee

### 7. Preschool Transition:

#### Title I, IDEA, General Fund -

- PLC meetings with Kindergarten and Pre-School, GSRP and ECSE (early childhood special education) staff
- Kindergarten Orientations

#### GSRP -

- World of Fours - preschool program for at-risk students

### 8. Assessment Decisions:

#### General Fund -

- Professional Learning Community meetings
- SIP Team meetings
- District Curriculum/Assessment Committees

### 9. Timely & Additional Assistance:

#### Title I, Title III, General Fund -

- Title I Teachers
- Title I Aides;
- Intervention Specialist;
- Before/After-school Tutoring/Extended Programs
- Summer School Program (including, elementary level instructional DVDs in reading)
- Language Acquisition teachers, aides and counselors
- Family Resource Assistant

#### General Fund -

## School Improvement Plan

Willow Woods Elementary School

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- Genessee ISD Program GEN NET

General Fund, IDEA -

- Resource Room Teachers

- Teacher Consultants

General Fund, Sec. 107/WIA Core Grants -

- Adult ESL Program

- HS WIA Mentoring Program at WMHS and SHHS

10. Coordination & Integration of Federal, State & Local Resources:

Title I, General Fund -

- Administrator of State and Federal Programs

- Central Office Administrators

- Building Staff

**3. How does the school coordinate and integrate the following Federal, State and local programs and services in a manner applicable to the grade level to support achievement of the schoolwide goals: violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.**

The school coordinates and integrates the following services to support student achievement of the schoolwide goals:

Nutrition Programs - Federal Breakfast and Lunch Program for free and reduced eligible students;

Headstart and GSRP - coordinates preschool transition to kindergarten;

Violence Prevention - Anti-bullying prevention;

Homeless Services - assistance offered through WCS Student Affairs

## **Evaluation:**

### **1. Describe how the school evaluates, at least annually, the implementation of the schoolwide program.**

We evaluate the implementation of the Title I program through the MDE Program Evaluation tool, that looks at the success of the main strategy used for intervention. We evaluate the implementation through a continuous-cycle model of the AdvancED school improvement process. The staff use data from multiple sources, such as MSTEP, NWEA, DRA2, District and Building Common Assessments, and staff, parent and student perception data to determine the progress being made on our school goals during monthly PLC meetings. Implementation of instructional strategies is monitored by the SIP team on a regular basis through a review of lesson plans and questionnaires to ensure strategies are being implemented with fidelity. Our staff has an opportunity to discuss the results during PLC time. Students who continue to need additional academic support will be identified and provided supplemental instruction through extended learning programs. At risk students will be monitored throughout the school year, using running records with the Leveled Literacy Intervention kit and/or the Benchmark Language Arts leveled books, spelling inventories and assessments, and Easy CBM progress monitoring by the intervention staff. This will help determine effectiveness of interventions and guide instructional needs.

The final evaluation submitted to the WCS Executive Director of School Improvement and the Administrator of State and Federal Programs, prior to the end of the school year, addresses both questions of academic impact, as well as questions regarding the strategy selection and implementation, as outlined in the MDE Program Evaluation Tool.

### **2. Describe how the school evaluates the results achieved by the schoolwide program using data from the State's annual assessments and other indicators of academic achievement.**

Periodic progress reports will be submitted to the WCS Executive Director of School Improvement and the Administrator of State and Federal Programs for review and utilized during discussion and administrator meetings. The final year-end evaluation report, also submitted to the WCS Executive Director of School Improvement and the Administrator of State and Federal Programs, will include data from multiple sources such as M-STEP, NWEA, District and Building Common Assessments as well as perception surveys. The analysis from these reports will be the basis for adjustments made to the school improvement plan.

Through the evaluation process, stakeholders, which include parents, have the opportunity to share their comments and offer suggestions for possible changes to improve the plan for the following year during school improvement meetings, PLC meetings and also by attending a Title I Spring Parent Evaluation Meeting, where surveys are given to help gain perception data from stakeholders. The SIP team will review all data, including academic impact data and consider all ideas during this evaluation process, updating the plan for the new school year. The final evaluation addresses both questions of academic impact, as well as questions regarding strategy selection and implementation.

### **3. Describe how the school determines whether the schoolwide program has been effective in increasing the achievement of students who are furthest from achieving the standards.**

Students' progress is monitored through the use of Data Director, where achievement data (M-STEP, NWEA, District and Building Common Assessments and DRA2) is housed and can be accessed. All of the students' beginning of the year and end of the year data is used together to analyze individual growth. Subgroups are created and the bottom 30% of students are identified. Students are benchmarked at the SY 2018-2019

## School Improvement Plan

Willow Woods Elementary School

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beginning of the program and progress monitored throughout the year by Tier I and intervention staff to determine growth and academic impact. The at-risk students will be monitored a minimum of 5 times per year by the intervention staff, using fluency passages, phonemic awareness assessments, Dolch sight words and letter/sound identification assessments to determine the appropriateness and effectiveness of interventions used. Tier I staff performs monthly running records on the at risk students and uses this data to create flexible guided learning groups. Parents serving on the SIP team attend the focus meetings to provide valuable insight regarding student and family needs. Additionally, parents may attend the Spring Program Evaluation meeting to give feedback about the program. The results of the progress monitoring are used by the SIP team when creating the final evaluation process and MDE's Program Evaluation tool in order to answer the questions of academic impact and strategy selection and implementation.

#### **4. What process is followed by the school to revise the plan, as necessary, based on the evaluation, to ensure continuous improvement of students in the schoolwide program?**

The SIP team meets regularly to review and revise the plan using available data collected from progress monitoring. It is beneficial to review NWEA data by strand within subgroups to determine the strengths and weaknesses and create goals for the upcoming school year. Parents serving on the SIP team attend focus meetings, as well as the Title I Spring Evaluation Meeting and provide valuable input regarding student and family needs. Feedback is given through surveys and discussion, which is documented by the school improvement team. Families are updated through PTCO meetings, school newsletters and the monthly Parents as Partners meetings. The four types of data (achievement, perception, school programs/process and demographic) are examined and revisions are made to the plan by the SIP team. The revised School Improvement Plan is then submitted to the WCS Executive Director of School Improvement and the Administrator of State and Federal Programs at the conclusion of each school year via the ASSIST platform. For the 2017-2018 school year, the PLC team created a 100 Day Plan to guide the PLC process and to ensure timely implementation of strategies. Another 100 Day Plan will be created for the 2018-2019 school year for the same purposes.

# **Willow Woods School Improvement Plan 2018- 2019**

## Overview

### Plan Name

Willow Woods School Improvement Plan 2018-2019

### Plan Description

2018-2019



## 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: 3 Activities: 9	Academic	\$0
2	Promote college and career readiness by increasing achievement in Mathematics for all students.	Objectives: 1 Strategies: 3 Activities: 9	Academic	\$0
3	Promote positive school communities, Pre-K to Adult learner, by providing quality in school and out of school care, support, safety and membership programs for students, staff and families	Objectives: 1 Strategies: 2 Activities: 3	Academic	\$0

## Goal 1: Promote college and career readiness by increasing achievement in English Language Arts for all students.

### Measurable Objective 1:

60% of Black or African-American, Asian, White, Economically Disadvantaged, Hispanic or Latino, Homeless, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency by scoring proficient in English Language Arts by 06/30/2025 as measured by state assessments.

### Strategy 1:

High Quality Tier 1 Instruction for ELA - Tier 1 Instruction and Professional Learning - School staff will engage in district provided research based professional learning to implement quality ELA instruction.

Category: English/Language Arts

Research Cited: Richardson, Jan (2016): The Next Step Forward in Guided Reading. Based on 40 years of irrefutable research drawing from cognitive science and the linguistic principles that inform our understanding of language and literacy development (Clay, 1975; Richardson, 2009; Richardson & Walther, 2013; Fountas & Pinnell, 1996, in press) guided reading supports all readers: striving, advanced and dual language learners.

Beesley, A.D., & Apthorp, H.S. (2010). Classroom Instruction That Works, Second Edition: Research report. Denver, CO: Mid-continent Research for Education and Learning. The findings in this study are the foundation of the second edition of McREL's Classroom Instruction That Works. The study updates and extends the original research synthesis, taking into account the best available research that has been done in the past decade. Key findings from the research: Guided notetaking appears more effective than unstructured note taking. There is a link between positive socio-emotional indicators and learning. The benefits of cooperative instruction extend beyond learning to include improved self-esteem and greater motivation and engagement with school.

Harvey, Stephanie and Goudvis, Anne (2007): Strategies That Work: Teaching Comprehension for Understanding and Engagement. Students engage in active literacy. Kids read, write, talk, listen and investigate their way through the day and across the curriculum. Students articulate how comprehension strategies help them understand what they read.

Calkins, Lucy (2015): Writing Pathways. Shared goals for writers, norm expectations across grade levels, and become more expert at providing students with individualized feedback they need for writing success, lifting the level of teaching and learning in writing.

Tier: Tier 1

Activity - Implement Tier I Instruction for ELA	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## School Improvement Plan

Willow Woods Elementary School

Staff will implement the ELA Strategy Implementation Guide (SIG).  Critical Components of the ELA SIG include; Read Aloud; Shared Reading; Word Study; Writing/Responding to Reading; Guided Reading; Literacy Centers/Stations; Sharing; Check for Understanding; Formative and Summative Assessments.	Professional Learning, Teacher Collaboration, Monitor, Direct Instruction, Supplemental Materials, Technology	Tier 1	Implement	09/04/2018	06/30/2025	\$0	General Fund	Instructional Staff, Administrator
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Activity - Monitor Tier I Instruction for ELA	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
During monthly Grade Level Meetings, Instructional staff will monitor the fidelity of the ELA Strategy Implementation Guide (SIG) through the SIG Implementation Rubric. Instructional staff will also monitor and align the SIG to the District ELA pacing guide to meet the instructional needs of all students.	Monitor	Tier 1	Monitor	09/04/2018	06/30/2025	\$0	General Fund	Instructional Staff, Administrator

Activity - Evaluate Tier I Instruction for ELA	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional staff and building administrator will review and analyze student achievement data (NWEA, DRA, common and formative assessments, and/or state assessments), building implementation data, artifacts collected and/or surveys to evaluate and determine the effectiveness of Tier 1 instruction.	Evaluation	Tier 1	Evaluate	09/04/2018	06/30/2025	\$0	General Fund	Instructional Staff, Administrator

### Strategy 2:

PLC/ILC for ELA - Professional Learning Community (PLC) - During PLC meetings, staff will collaborate to strengthen the vertical and horizontal alignment between curriculum, instruction and assessment practices in all core and elective content areas. PLC framework: 1. Focus on Learning, 2. Collaborative Culture, 3. Results Orientation.

Category: English/Language Arts

Research Cited: Professional Learning Communities at Work, R. DuFour (1998);

Whatever It Takes, R. DuFour (2004);

Learning by Doing (2012) Many, et al;

Results NOW, M. Schmoker;

## School Improvement Plan

Willow Woods Elementary School

Tier I: The Forgotten Tier (2010);

Visual Learning, J. Hattie (2012);

Common Formative Assessment, Bailey and Jakicic (2014).

Leverage: Using PLCs to Promote Lasting Improvements in Schools, Many; Thomas and Sparks-Many, Susan (2015).

Amplify Your Impact: Coaching Collaborative Teams in PLCs; Many, Maffoni, Sparks, Thomas (2018).

Tier: Tier 1

Activity - Implement PLC/ILC for ELA	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
During PLC meetings, staff will implement the Instructional Learning Cycle (ILC) process by identifying the priority standards within the common core, establishing learning targets, creating pre/post formative assessments, monitoring student learning, identifying key instructional strategies and analyzing student achievement data.	Implementation	Tier 1	Implement	09/04/2018	06/30/2025	\$0	General Fund	Instructional Staff, Administrator
Activity - Monitor PLC/ILC for ELA	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The School Improvement (SI) Team will monitor with fidelity the ILC Process through the collection of PLC documentation, formative assessment data, and the collection of various student artifacts. The SI Team will also monitor with fidelity the PLC Process through the use of the PLC Implementation Guide.	Monitor	Tier 1	Monitor	09/04/2018	06/30/2025	\$0	General Fund	Instructional Staff, Administrator
Activity - Evaluate PLC/ILC for ELA	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional staff and building administrator will review and analyze the PLC/ILC process through Data Dialogues, which includes analysis of common and state assessments, perception, process/program and/or demographic data to evaluate and determine the effectiveness of the Process. Staff will also complete and analyze the data collected from the AdvancED Self-Assessment, Staff and Parent Surveys, PLC/ILC Process data and the MDE Program Evaluation data.	Evaluation	Tier 1	Evaluate	09/04/2018	06/30/2025	\$0	General Fund	Instructional Staff, Administrator

## School Improvement Plan

Willow Woods Elementary School

### Strategy 3:

MTSS for ELA - Staff will utilize the Multi-Tier System of Support (MTSS) Framework, which includes data-based problem-solving and cross-curricular decision making to help identify the behavioral and academic needs of all students.

Category: English/Language Arts

Research Cited: MDE MTSS & MTSS Practice Profile FAQ – May 3, 2018; State of Michigan 31a Legislation (2018)

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 3

Activity - Implement MTSS for ELA Tiers 2/3	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will implement the Tier 2/3 ELA Multi-Tiered Systems of Support (MTSS) Interventions by identifying the specific needs of students through the review and analysis of student data. Staff will provide identified students targeted interventions (LLI, Corrective Reading, Reading Mastery, Thinking Maps), tutoring/mentoring in specific skill-deficient areas of reading and writing, and extended day/summer programs.	Implementation	Tier 3	Implement	09/04/2018	06/30/2025	\$0	Title I Schoolwide	Instructional, Title I, EL & SpEd Support Staff

Activity - Monitor MTSS for ELA Tier 2/3	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## School Improvement Plan

Willow Woods Elementary School

The Multi-Tiered Systems of Support (MTSS) Team will monitor with fidelity student progress through the review and analysis of student data.	Monitor	Tier 3	Monitor	09/04/2018	06/30/2025	\$0	Title I Schoolwide	Instructional, Title I, EL & SpEd Support Staff
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Activity - Evaluate MTSS for ELA Tiers 2/3	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional staff and building administrator will review and analyze the Multi-Tiered Systems of Support (MTSS) Framework through Data Dialogues, which includes analysis of common and state assessments, perception, process/program and/or demographic data to evaluate and determine the effectiveness of targeted supports.	Evaluation	Tier 3	Evaluate	09/04/2018	06/30/2025	\$0	Title I Schoolwide	Instructional, Title I, EL & SpEd Support Staff

## Goal 2: Promote college and career readiness by increasing achievement in Mathematics for all students.

### Measurable Objective 1:

70% of Black or African-American, Asian, White, Children in a Military Family, Children in Foster Care, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Homeless, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will achieve college and career readiness by increasing achievement in math for all students. in Mathematics by 06/30/2025 as measured by state assessments..

### Strategy 1:

Tier I Math Instruction - Tier 1 Instruction and Professional Learning - School staff will engage in district provided research based professional learning to implement quality Math instruction.

Category: Mathematics

Research Cited: Forbinger, L. L., & Fuchs, W. W. (2014). RTI in Math: Evidence-based interventions for struggling students. New York, NY: Routledge.

Gersten, R., Clarke, B., Foegen, A., Marsh, L., Star, J., & Witzel, B. (2009). Assisting students struggling with mathematics: response to intervention (RTI) for elementary and middle schools. (NCEE 2009–4060). Princeton, NJ: What Works Clearinghouse.

Marsh, L. G., & Cooke, N. L. (1996). The effects of using manipulatives in teaching math problem solving to students with learning disabilities. Learning Disabilities Research & Practice, 11(1), 58–65.

National Council of Teachers of Mathematics. (2014a). Principles to actions: Ensuring mathematical success for all. Reston, VA: National Council of Teachers of Mathematics.

Steadly, K., Dragoo, K., Arafeh, S., & Luke, S. D. (2008). Effective mathematics instruction. Evidence for Education, 3(1), 1–12.

Tier I: The Forgotten Tier (2010); Visual Learning, J. Hattie (2012);

Common Formative Assessment, Bailey and Jakicic (2014).

## School Improvement Plan

Willow Woods Elementary School

Many, Thomas and Sparks-Many, Susan (2015): Leverage:

Tier: Tier 1

Activity - Implementation of Instruction for Math	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will implement the Math Strategy Implementation Guide (SIG). Critical Components of the Math SIG include; Fluency/Number Talks, Warm Up, Direct Instruction, Guided Math Groups, Check for Understanding, Share Out, Formative and Summative Assessments.	Teacher Collaboration, Direct Instruction, Implementation, Supplemental Materials, Technology, Parent Involvement	Tier 1	Implement	09/04/2018	06/30/2025	\$0	General Fund	Instructional Staff, Administrator

Activity - Monitor Instruction for Math	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
During monthly Grade Level Meetings, Instructional staff will monitor the fidelity of the Math Strategy Implementation Guide (SIG) through the SIG Implementation Rubric. Instructional staff will also monitor and align the SIG to the District Math pacing guide to meet the instructional needs of all students.	Monitor	Tier 1	Monitor	09/04/2018	06/30/2025	\$0	General Fund	Instructional Staff, Administrator

Activity - Evaluate Instruction for Math	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional staff and building administrator will review and analyze student achievement data (NWEA, DRA, common and formative assessments, and/or state assessments), building implementation data, artifacts collected and/or surveys to evaluate and determine the effectiveness of Tier 1 instruction.	Evaluation	Tier 1	Evaluate	09/04/2018	06/30/2025	\$0	General Fund	Instructional Staff, Administrator

### Strategy 2:

PLC/ILC for Math - Professional Learning Community (PLC) - During PLC meetings, staff will collaborate to strengthen the vertical and horizontal alignment between curriculum, instruction and assessment practices in all core and elective content areas. PLC framework: 1. Focus on Learning, 2. Collaborative Culture, 3. Results Orientation.

Category: Mathematics

Research Cited: Professional Learning Communities at Work, R. DuFour (1998);

Whatever It Takes, R. DuFour (2004);

## School Improvement Plan

Willow Woods Elementary School

Learning by Doing (2012) Many, et al;

Results NOW, M. Schmoker;

Tier I: The Forgotten Tier (2010); Visual Learning, J. Hattie (2012);

Common Formative Assessment, Bailey and Jakicic (2014).

Many, Thomas and Sparks-Many, Susan (2015): Leverage: Using PLCs to Promote Lasting Improvements in Schools.

Many, Maffoni, Sparks, Thomas (2018): Amplify Your Impact: Coaching Collaborative Teams in PLCs.

Tier: Tier 1

Tier: Tier 1

Activity - Implement PLC/ILC for Math	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
During PLC meetings, staff will implement the Instructional Learning Cycle (ILC) process by identifying the priority standards within the common core, establishing learning targets, creating pre/post formative assessments, monitoring student learning, identifying key instructional strategies and analyzing student achievement data.	Implementation	Tier 1	Implement	09/04/2018	06/30/2025	\$0	General Fund	Instructional Staff, Administrator
Activity - Monitor PLC/ILC for Math	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The School Improvement (SI) Team will monitor with fidelity the ILC Process through the collection of PLC documentation, formative assessment data, and the collection of various student artifacts. The SI Team will also monitor with fidelity the PLC Process through the use of the PLC Implementation Guide.	Monitor	Tier 1	Monitor	09/04/2018	06/30/2025	\$0	General Fund	Instructional Staff, Administrator
Activity - Evaluate Instruction for Math	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional staff and building administrator will review and analyze the PLC/ILC process through Data Dialogues, which includes analysis of common and state assessments, perception, process/program and/or demographic data to evaluate and determine the effectiveness of the Process. Staff will also complete and analyze the data collected from the AdvancED Self-Assessment, Staff and Parent Surveys, PLC/ILC Process data and the MDE Program Evaluation data.	Evaluation	Tier 1	Evaluate	09/04/2018	06/30/2025	\$0	General Fund	Instructional Staff, Administrator

### Strategy 3:

MTSS for Math Tiers 2/3 - Staff will utilize the Multi-Tier System of Support (MTSS) Framework, which includes data-based problem-solving and cross-curricular



## School Improvement Plan

Willow Woods Elementary School

decision making to help identify the behavioral and academic needs of all students.

Category: Mathematics

Research Cited: Add+VantageMR US Math Recovery Council

Developing Number Knowledge 2012 Ellemor-Collins David; Tabor, Pamela D; Wright Robert J

Number Talks: Helping Children Build Mental Math and Computation Strategies (2010); Parrish, Sherry.

Tier: Tier 3

Activity - Implementation for MTSS for Math Tiers 2/3	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will implement the Tier 2/3 ELA Multi-Tiered Systems of Support (MTSS) Interventions by identifying the specific needs of students through the review and analysis of student data. Staff will provide identified students targeted interventions (AVMR), tutoring/mentoring in specific skill-deficient areas of reading and writing, and extended day/summer programs.	Implementation	Tier 3	Implement	09/04/2018	06/30/2025	\$0	Title I Schoolwide	Instructional, Title I, EL & SpEd Support Staff
Activity - Monitor MTSS for Math Tiers 2/3	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Multi-Tiered Systems of Support (MTSS) Team will monitor with fidelity student progress through the review and analysis of student data.	Monitor	Tier 3	Monitor	09/04/2018	06/30/2025	\$0	Title I Schoolwide	Title I and EL Staff
Activity - Evaluation MTSS for Math Tiers 2/3	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional staff and building administrator will review and analyze the Multi-Tiered Systems of Support (MTSS) Framework through Data Dialogues, which includes analysis of common and state assessments, perception, process/program and/or demographic data to evaluate and determine the effectiveness of targeted supports.	Evaluation	Tier 3	Evaluate	09/04/2018	06/30/2025	\$0	Title I Schoolwide	Instructional, Title I, EL & SpEd Support Staff

### **Goal 3: Promote positive school communities, Pre-K to Adult learner, by providing quality in school and out of school care, support, safety and membership programs for students, staff and families**

#### **Measurable Objective 1:**

## School Improvement Plan

Willow Woods Elementary School

70% of Black or African-American, Asian, White, Children in a Military Family, Children in Foster Care, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Homeless, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will increase student growth by building positive community programs by 06/30/2025 as measured by changes in discipline and attendance rates as well as positive survey responses and assessment results. in English Language Arts by 06/30/2025 as measured by changes in discipline and attendance rates as well as positive survey responses and assessment results..

### Strategy 1:

Positive Community - Student and Family Care, Membership and Support - Staff will develop, implement, monitor and evaluate the impact of Family Engagement Programs on students' behavioral and academic success.

Category: School Culture

Research Cited: Price (2008). Mobilizing the Community to Help Students Succeed. A highly informed and engaged community is essential to closing the achievement gap.

Epstein (2009). School, Family, and Community Partnerships. Partnerships are an essential component of of each school community.

Bruns (2003). Working with Culturally and Linguistically Diverse Families. Six strategies should be used when working with diverse families: respect the uniqueness of each family system, develop a personalized relationship with families, communicate in culturally appropriate ways, create alliances with cultural guides, recruit staff who view diversity as an asset, and evaluate outcomes.

Tier: Tier 1

Activity - Parent Workshops	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Support student learning through various school events and/or learning workshops for parents and families.	Materials, Parent Involvement, Community Engagement	Tier 1	Getting Ready	09/04/2018	06/30/2025	\$0	General Fund	All school staff, PTCO & community organizations

Activity - Electronic Tools and Resources	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide parents access to district, school and staff websites, Parent Portal, Class Dojo, and/or school event flyers/postcards to communicate important school information.	Technology, Communication, Parent Involvement, Community Engagement	Tier 1	Implement	09/04/2018	06/30/2025	\$0	General Fund	All school staff, PTCO & community organizations

## School Improvement Plan

Willow Woods Elementary School

### Strategy 2:

Positive Community - Staff Cultural Competence, Care, Membership, Safety and Support Learning and Application - Staff will interact with students and families in a culturally competent manner. This will be applied to interactions to purposefully establish meaningful relationships with each child and family, foster a sense of student and parent membership within our school communities, resolve conflict through restorative justice and anti-bullying programs and provide other support programs.

Category: School Culture

Research Cited: Murphy and Torre (2012). Creating Productive Cultures in Schools for Students, Teachers and Parents. Positive relationships are essential to all forms of community in schools for students, teachers and parents.

Bruns (2003). Working with Culturally and Linguistically Diverse Families. Six strategies are key when working with culturally and linguistically diverse families: respect the uniqueness of each family system, develop a personalized relationship with families, communicate in culturally appropriate ways, create alliances with cultural guides, recruit staff who view diversity as an asset, and evaluate outcomes.

Tier: Tier 1

Activity - Professional Learning Around Cultural Competence	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Select staff members and administrator will participate in MISD provided Cultural Proficiency training. During PLC/PD meetings and/or Staff Meetings, instructional staff will be presented with information regarding the Cultural Proficiency training and work collaboratively to incorporate the training objectives into daily instruction.	Professional Learning, Teacher Collaboration, Technology, Community Engagement	Tier 1	Getting Ready	09/04/2018	06/30/2025	\$0	General Fund	All staff

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### Title I Schoolwide

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Implement MTSS for ELA Tiers 2/3	Staff will implement the Tier 2/3 ELA Multi-Tiered Systems of Support (MTSS) Interventions by identifying the specific needs of students through the review and analysis of student data. Staff will provide identified students targeted interventions (LLI, Corrective Reading, Reading Mastery, Thinking Maps), tutoring/mentoring in specific skill-deficient areas of reading and writing, and extended day/summer programs.	Implementation	Tier 3	Implement	09/04/2018	06/30/2025	\$0	Instructional, Title I, EL & SpEd Support Staff
Evaluation MTSS for Math Tiers 2/3	Instructional staff and building administrator will review and analyze the Multi-Tiered Systems of Support (MTSS) Framework through Data Dialogues, which includes analysis of common and state assessments, perception, process/program and/or demographic data to evaluate and determine the effectiveness of targeted supports.	Evaluation	Tier 3	Evaluate	09/04/2018	06/30/2025	\$0	Instructional, Title I, EL & SpEd Support Staff
Monitor MTSS for ELA Tier 2/3	The Multi-Tiered Systems of Support (MTSS) Team will monitor with fidelity student progress through the review and analysis of student data.	Monitor	Tier 3	Monitor	09/04/2018	06/30/2025	\$0	Instructional, Title I, EL & SpEd Support Staff
Evaluate MTSS for ELA Tiers 2/3	Instructional staff and building administrator will review and analyze the Multi-Tiered Systems of Support (MTSS) Framework through Data Dialogues, which includes analysis of common and state assessments, perception, process/program and/or demographic data to evaluate and determine the effectiveness of targeted supports.	Evaluation	Tier 3	Evaluate	09/04/2018	06/30/2025	\$0	Instructional, Title I, EL & SpEd Support Staff

## School Improvement Plan

Willow Woods Elementary School

Implementation for MTSS for Math Tiers 2/3	Staff will implement the Tier 2/3 ELA Multi-Tiered Systems of Support (MTSS) Interventions by identifying the specific needs of students through the review and analysis of student data. Staff will provide identified students targeted interventions (AVMR), tutoring/mentoring in specific skill-deficient areas of reading and writing, and extended day/summer programs.	Implementation	Tier 3	Implement	09/04/2018	06/30/2025	\$0	Instructional, Title I, EL & SpEd Support Staff
Monitor MTSS for Math Tiers 2/3	The Multi-Tiered Systems of Support (MTSS) Team will monitor with fidelity student progress through the review and analysis of student data.	Monitor	Tier 3	Monitor	09/04/2018	06/30/2025	\$0	Title I and EL Staff

### General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Evaluate Instruction for Math	Instructional staff and building administrator will review and analyze the PLC/ILC process through Data Dialogues, which includes analysis of common and state assessments, perception, process/program and/or demographic data to evaluate and determine the effectiveness of the Process. Staff will also complete and analyze the data collected from the AdvancED Self-Assessment, Staff and Parent Surveys, PLC/ILC Process data and the MDE Program Evaluation data.	Evaluation	Tier 1	Evaluate	09/04/2018	06/30/2025	\$0	Instructional Staff, Administrator
Parent Workshops	Support student learning through various school events and/or learning workshops for parents and families.	Materials, Parent Involvement, Community Engagement	Tier 1	Getting Ready	09/04/2018	06/30/2025	\$0	All school staff, PTCO & community organizations
Monitor Instruction for Math	During monthly Grade Level Meetings, Instructional staff will monitor the fidelity of the Math Strategy Implementation Guide (SIG) through the SIG Implementation Rubric. Instructional staff will also monitor and align the SIG to the District Math pacing guide to meet the instructional needs of all students.	Monitor	Tier 1	Monitor	09/04/2018	06/30/2025	\$0	Instructional Staff, Administrator

## School Improvement Plan

Willow Woods Elementary School

Implement PLC/ILC for Math	During PLC meetings, staff will implement the Instructional Learning Cycle (ILC) process by identifying the priority standards within the common core, establishing learning targets, creating pre/post formative assessments, monitoring student learning, identifying key instructional strategies and analyzing student achievement data.	Implementation	Tier 1	Implement	09/04/2018	06/30/2025	\$0	Instructional Staff, Administrator
Evaluate PLC/ILC for ELA	Instructional staff and building administrator will review and analyze the PLC/ILC process through Data Dialogues, which includes analysis of common and state assessments, perception, process/program and/or demographic data to evaluate and determine the effectiveness of the Process. Staff will also complete and analyze the data collected from the AdvancED Self-Assessment, Staff and Parent Surveys, PLC/ILC Process data and the MDE Program Evaluation data.	Evaluation	Tier 1	Evaluate	09/04/2018	06/30/2025	\$0	Instructional Staff, Administrator
Implementation of Instruction for Math	Staff will implement the Math Strategy Implementation Guide (SIG). Critical Components of the Math SIG include; Fluency/Number Talks, Warm Up, Direct Instruction, Guided Math Groups, Check for Understanding, Share Out, Formative and Summative Assessments.	Teacher Collaboration, Direct Instruction, Implementation, Supplemental Materials, Technology, Parent Involvement	Tier 1	Implement	09/04/2018	06/30/2025	\$0	Instructional Staff, Administrator
Professional Learning Around Cultural Competence	Select staff members and administrator will participate in MSD provided Cultural Proficiency training. During PLC/PD meetings and/or Staff Meetings, instructional staff will be presented with information regarding the Cultural Proficiency training and work collaboratively to incorporate the training objectives into daily instruction.	Professional Learning, Teacher Collaboration, Technology, Community Engagement	Tier 1	Getting Ready	09/04/2018	06/30/2025	\$0	All staff
Evaluate Tier 1 Instruction for ELA	Instructional staff and building administrator will review and analyze student achievement data (NWEA, DRA, common and formative assessments, and/or state assessments), building implementation data, artifacts collected and/or surveys to evaluate and determine the effectiveness of Tier 1 instruction.	Evaluation	Tier 1	Evaluate	09/04/2018	06/30/2025	\$0	Instructional Staff, Administrator

## School Improvement Plan

Willow Woods Elementary School

Monitor PLC/ILC for Math	The School Improvement (SI) Team will monitor with fidelity the ILC Process through the collection of PLC documentation, formative assessment data, and the collection of various student artifacts. The SI Team will also monitor with fidelity the PLC Process through the use of the PLC Implementation Guide.	Monitor	Tier 1	Monitor	09/04/2018	06/30/2025	\$0	Instructional Staff, Administrator
Monitor PLC/ILC for ELA	The School Improvement (SI) Team will monitor with fidelity the ILC Process through the collection of PLC documentation, formative assessment data, and the collection of various student artifacts. The SI Team will also monitor with fidelity the PLC Process through the use of the PLC Implementation Guide.	Monitor	Tier 1	Monitor	09/04/2018	06/30/2025	\$0	Instructional Staff, Administrator
Implement PLC/ILC for ELA	During PLC meetings, staff will implement the Instructional Learning Cycle (ILC) process by identifying the priority standards within the common core, establishing learning targets, creating pre/post formative assessments, monitoring student learning, identifying key instructional strategies and analyzing student achievement data.	Implementation	Tier 1	Implement	09/04/2018	06/30/2025	\$0	Instructional Staff, Administrator
Evaluate Instruction for Math	Instructional staff and building administrator will review and analyze student achievement data (NWEA, DRA, common and formative assessments, and/or state assessments), building implementation data, artifacts collected and/or surveys to evaluate and determine the effectiveness of Tier 1 instruction.	Evaluation	Tier 1	Evaluate	09/04/2018	06/30/2025	\$0	Instructional Staff, Administrator
Implement Tier I Instruction for ELA	Staff will implement the ELA Strategy Implementation Guide (SIG).  Critical Components of the ELA SIG include; Read Aloud; Shared Reading; Word Study; Writing/Responding to Reading; Guided Reading; Literacy Centers/Stations; Sharing; Check for Understanding; Formative and Summative Assessments.	Professional Learning, Teacher Collaboration, Monitor, Direct Instruction, Supplemental Materials, Technology	Tier 1	Implement	09/04/2018	06/30/2025	\$0	Instructional Staff, Administrator
Monitor Tier I Instruction for ELA	During monthly Grade Level Meetings, Instructional staff will monitor the fidelity of the ELA Strategy Implementation Guide (SIG) through the SIG Implementation Rubric. Instructional staff will also monitor and align the SIG to the District ELA pacing guide to meet the instructional needs of all students.	Monitor	Tier 1	Monitor	09/04/2018	06/30/2025	\$0	Instructional Staff, Administrator

**School Improvement Plan**

Willow Woods Elementary School

Electronic Tools and Resources	Provide parents access to district, school and staff websites, Parent Portal, Class Dojo, and/or school event flyers/postcards to communicate important school information.	Technology, Communication, Parent Involvement, Community Engagement	Tier 1	Implement	09/04/2018	06/30/2025	\$0	All school staff, PTCO & community organizations
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