



# **School Improvement Plan**

Way Elementary School

Bloomfield Hills School District

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## **Introduction**

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

# **Executive Summary**

## **Introduction**

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

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

## **Description of the School**

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

Way Elementary serves 430 students, kindergarten through fourth grade. The school is located in Bloomfield Hills in Southeastern Michigan and resides in Oakland County. This suburban community north of Detroit is made of a mixture of professional and blue-collar workers. The major employers in the area include automotive industry suppliers and a robust technology sector. Way predominantly resides among affluent housing however, the economic crisis of 2009 has led to more affordable housing which has impacted the economic make-up of the community. The student community is comprised of seven different ethnicities, with the predominant ethnic race, Caucasian. There are thirteen world languages at play in our building. The staff is predominantly Caucasian as well. A composite of the Bloomfield Hills community shows roughly eighty percent of the population does not have school-age children, yet are extremely supportive philosophically and financially when it comes to education. One of the challenges is that many students in the Way community have the luxury of traveling extensively and engaging in many extra-curricular activities. With these entitlements, it becomes increasingly difficult to offer unique and engaging learning experiences.

## **School's Purpose**

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

There are Guiding Principles for Teaching and Learning at the district level that we embrace and abide by. Additionally, we have a core set of beliefs at the building level that nurture a culture of thinking and compassion. Those beliefs include: focusing students on learning vs. the work, teaching for understanding vs. mere knowledge, encouraging deep vs. surface learning strategies, promoting independence vs. dependence, and developing a growth vs. fixed mindset.

These beliefs come to life via our instructional approach: Visible Thinking out of Harvard's Project Zero Educational Research Facility. Visible Thinking focuses on the individual student as well as the collective thinking and collaboration of the entire class. It allows for natural differentiation by following students' interests throughout units of study. Visible Thinking concentrates on teaching for understanding, rather than for the sake of memorizing and repeating, so that knowledge can be applied to scenarios outside of the classroom. Visible Thinking requires active participation by all students and invites our learners' curiosities to help drive instruction. Visible Thinking provides teachers with a tangible view of students' thinking. Misconceptions, prior knowledge, reasoning ability, and degrees of understanding are more likely to be uncovered.

## **Notable Achievements and Areas of Improvement**

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

We are the first fully integrated Visible Thinking School in Oakland County. In collaboration with Clarkston Schools and sixteen other Oakland County School Districts, Visible Thinking/Cultures of Thinking is flourishing. In the future we will be opening our doors to Macomb and possibly Wayne counties.

Additionally, the Way School principal, presented to the International Baccalaureate Conference of the Americas, as well as the International School of Brooklyn showing connections between VT and the IB program. Staff presented at the annual CoT conference in Memphis. Our principal and Way staff are showcased in the book, *The Eight Cultural Forces* by Ron Ritchhart Ph.D.

We will continue to build and foster a Culture of Thinking through teacher inquiry projects, contributing to the Cultures of Thinking blog, and cohort work with two elementary schools in Bloomfield Hills and Clarkston, Michigan.

## **Additional Information**

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

No additional information

# **Improvement Plan Stakeholder Involvement**

## **Introduction**

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

## **Improvement Planning Process**

### Improvement Planning Process

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

We have moved away from a committee approach in an effort to consistently involve the whole staff directly in the school improvement process. Meetings are held each Tuesday, and parents play an active role in school improvement as well.

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

All members of teaching staff understand that the purpose of our meetings is to address achievement goals, build leadership and improve communication. Teams are comprised of one teacher from each grade level and one specialist per team at the meetings.

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

The final school improvement plan is presented at a staff meeting. It is posted on our school website for all parents and community members. The posting is designed to encourage two-way communications.

# School Data Analysis

## **Introduction**

The School Data Analysis (SDA) is a diagnostic tool intended to facilitate rich and deep collaborative discussions among staff members about school data. The SDA can serve as a guide to determine a school's strengths and challenges as well as directions for improvement based on an analysis of data and responses to a series of data - related questions in content areas. This data collection and analysis process should include the identification of achievement gaps as well as reflections on possible causes for these gaps. This diagnostic represents the various types of data that should be continuously collected, reviewed, analyzed and evaluated. Completion of the SDA is one piece of a school's comprehensive needs assessment process.

## **Demographic Data**

Demographic data is data that provides descriptive information about the school community. Examples may include enrollment, attendance, grade levels, race/ethnicity, gender, students with disabilities, English learners, socio-economic status, graduation rate, suspensions/expulsions, etc.

### **Student Demographic Data**

#### **1. In looking at the three year trend in student enrollment data, what challenges have been identified?**

Our ESL population continues to grow, and despite having ELL services at the building, it does not take place every day. More services would be helpful. Our diversity continues to grow as well, particularly our Asian and Middle Eastern populations. We have spent time in professional development understanding what a culturally responsive classroom might look like.

### **Student Demographic Data**

#### **2. In looking at the three year trend in student attendance data, what challenges have been identified?**

Our average attendance rate has stayed steady for the past three years, hovering around a 96% daily attendance rate. Tardies have increased a bit over that time, despite widening the time in which we open our doors in the morning.

### **Student Demographic Data**

#### **3. In looking at the three year trend in student behavior data (discipline referrals, suspensions and expulsions), what challenges have been identified?**

Discipline referrals have increased in each of the last three years. In particular, our boys have far more behavioral infractions than our girls. Additionally, we have had several emotionally impaired students and children with ASD enrolled. Despite the multiple interventions applied, our school does not have a center-based program which is better equipped to handle the needs.

### **Student Demographic Data**

#### **4. What action(s) could be taken to address any identified challenges with student demographic data?**

Continue communications with staff and parents around tardy issues and ESL supports. Create common language that leads to a better understanding of culturally sensitive classrooms. We have created multi-aged K -4 "dens" to enhance community within the school building, with the hope that the modeling of appropriate school behavior will benefit our male population.

### **Teacher/School Leader(s) Demographic Data**

#### **5. As you review the number of years of teaching and administrative experience of the school leader(s) in your building, what impact might this have on student achievement?**

Turnover has been extremely low for the past 10 years. Continuity is a key factor in learning and achievement. When there is no continuity, time is taken away from learning and placed on protocols and training.

**Teacher/School Leader(s) Demographic Data**

**6. As you review the number of years of teaching experience of teachers in your building, what impact might this have on student achievement?**

Turnover has been extremely low for the past 10 years. Continuity is a key factor in learning and achievement. When there is no continuity, time is taken away from learning and placed on protocols and training.

**Teacher/School Leader(s) Demographic Data**

**7. As you review the total number of days for school leader absences and note how many were due to professional learning and /or due to illness, what impact might this have on student achievement?**

Time out of the classroom or office is opportunity loss. This year we have seen a spike in absenteeism primarily due to the multiple days needed for district curriculum alignment.

**Teacher/School Leader(s) Demographic Data**

**8. As you review the total number of days for teacher absences due to professional learning and/or illness, what impact might this have on student achievement?**

Time out of the classroom or office is opportunity loss. This year we have seen a spike in absenteeism primarily due to the multiple days needed for district curriculum alignment.

**Teacher/School Leader(s) Demographic Data**

**9. What actions might be taken to address any identified challenges regarding teacher/school leader demographics?**

Attendance is reviewed each year by the administrator and the data is presented to the teachers. If there is a pattern of weakness in attendance, it is noted in the evaluation document.

## **Process Data**

Process data is information about the practices and procedures schools use to plan, deliver and monitor curriculum, instruction and assessment.

### **10. In reviewing the results of the School Systems Review or the Interim Self Assessment/Self Assessment, what strands/standards/indicators stand out as strengths?**

The school's culture is one of high academic expectations for all. Relationships, instructional practice grounded in best-practice research, the manner in which the organization is managed, and having teachers continuously striving to deepen their understanding of learning, all are a result of the culture we aim for.

### **11. In reviewing the results of the School Systems Review or the Interim Self Assessment/Self Assessment, what strands/standards/indicators stand out as challenges?**

While not necessarily weaknesses or challenges, we need to go deeper with providing more meaningful feedback to our students and make more visible the purpose of our instruction.

### **12. How might these challenges impact student achievement?**

Specific feedback leads to accurate correction and understanding. Making learning targets more visible tells students the purpose of their time together in the classroom. Tying strong performances of understanding to the learning targets boosts learning and achievement.

### **13. What actions could be taken and incorporated into the School Improvement Plan to address these challenges from the School Systems Review or the Interim Self Assessment/Self Assessment.**

Continued professional development in these areas. Time will continue to be dedicated to these practices

### **14. How do you ensure that students with disabilities have access to the full array of intervention programs available i.e. Title I, Title III, Section 31a, IDEA, credit recovery, extended learning opportunities?**

All students are mainstreamed into our general education classrooms. We are not a Title I School but have been in the past. When we were, additional funding was spent on staffing and materials.

### **15. Describe the Extended Learning Opportunities that are available for students and in what grades they are available?**

Extended Learning Opportunities are available for all students grades kindergarten - 4th, some examples are: Math Pentathlon, Coding, Robotics, Chess, Chinese, Art, and Drama.

**16. What is the process for identifying students for Extended Learning Opportunities and how are parents notified of these opportunities?**

Parents are notified of Extended Learning Opportunities via school district recreation offerings, school listserv/website, and teacher newsletters. Teachers may encourage students who demonstrate a strength or an interest in an area to participate in Extended Learning Opportunities however, these opportunities are available for all students (age appropriate.)

**17. What evidence do you have to indicate the extent to which the state content standards are being implemented with fidelity i.e. horizontal and vertical alignment, in all content courses and grade levels?**

Teachers work in teams to design units of study and to ensure alignment with state standards. All teachers use Atlas, a curriculum warehouse, to input units of study throughout the year. This allows us to look at horizontal and vertical alignment of content standards across all grade levels.

**18. How does your school use health survey/screener results (i.e. MIPHY) to improve student learning? Answer only if you completed a health survey/ screener.**

Not applicable, we did not complete a health survey/screener.

## **Achievement/Outcome Data**

Achievement/outcome data tell us what students have learned. These include classroom-level, benchmark, interim and formative assessment data as well as summative data such as standardized test scores from annual district and state assessments. If the school completed the Student Performance Diagnostic for the AdvancED External Review, please insert 'See Student Performance Diagnostic' in each text box.

### **19a. Reading- Strengths**

Comprehension of narrative text is strong. Programming such as Read Naturally helps students with fluency. Additionally, we are staffed with two Reading Recovery teachers. This allows us to strengthen the reading skills of 16 of our first-grade students.

### **19b. Reading- Challenges**

Informational text reading is not as strong at this point when compared to narrative text. Additionally, we are working to build students' vocabulary through more direct instruction.

### **19c. Reading- Trends**

When it comes to standardized testing, reading continues to be a strength.

### **19d. Reading- Summary**

**Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.**

Word Study - We have restructured how we examine language at the building. We have moved away from using spelling lists which primarily deal with rote memory and are proving to be ineffective. We have moved toward a more comprehensive word-learning strategy approach, which utilizes root etymology.

During classroom Word Study students will be engaged in vocabulary and foundational skills three to five times per week.

Two of our monthly reflections will be dedicated to addressing the newly implemented Building Vocabulary Program in order to collect anecdotal evidence around implementation.

### **20a. Writing- Strengths**

When it comes to standardized testing, our writing scores are high. We feel that a reason for the strength is the use of thinking routines accessed through Visible Thinking. Our students routinely are making claims and supports in writing using these routines across all curricular areas.

### **20b. Writing- Challenges**

We can always do better. Grammar usage can be strengthened and having students utilize meaningful feedback in writing to home learning.

### **20c. Writing- Trends**

Writing scores have been similarly strong over the last several years. There is little difference between genders and race

### **20d. Writing- Summary**

**Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.**

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Via collaboration and vertical articulation, staff will share and deepen ideas around feedback and turn those ideas into practical applications in the classroom. We will focus our feedback upon common themes in writing as evidenced by student work. Based on feedback students will revise their piece.

Time will be devoted in the form of an inquiry group to share best practices for giving students feedback about writing in order to have a consistent pedagogy in writing.

Teachers will work with students in how to revise writing based on feedback.

### 21a. Math- Strengths

Geometry, measurement and data, numbers and operations are strengths.

### 21b. Math- Challenges

Operations and algebraic thinking to solve mathematical problems.

### 21c. Math- Trends

Over a three year period, on standardized tests, our students continue to show strength in geometry, measurement and data, and numbers and operations. While not a weakness, our efforts are directed toward operations and algebraic thinking.

### 21d. Math- Summary

**Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.**

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Alignment of Instruction - Teachers will use the TIPS strategy (Thought - Operations, Important Information, Plan/Problem - Algebraic

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Thinking, Solution) during math instruction at least one time per week.

Technology - Teachers will introduce ways to support operations and algebraic thinking through the use of online resources.

The vocabulary of operations and algebraic thinking will be purposely and repeatedly addressed via:

dedicated classroom and hallway bulletin boards using language and pictures, dedicated math workshop exploration stations, and increased modeling.

### 22a. Science- Strengths

N/A

### 22b. Science- Challenges

N/A

### 22c. Science- Trends

N/A

### 22d. Science- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

N/A

### 23a. Social Studies- Strengths

N/A

### 23b. Social Studies- Challenges

N/A

**23c. Social Studies- Trends**

N/A

**23d. Social Studies- Summary**

**Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.**

N/A

## **Perception Data**

Perception data is information collected that reflects the opinions and views of stakeholders. If the school completed the Stakeholder Feedback Diagnostic for the AdvancED External Review, please insert 'See Stakeholder Feedback Diagnostic' in each text box for survey feedback already collected from students, parents and staff.

### **24a. Student Perception Data**

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

Our last data indicates that students feel that teachers recognize students trying hard and taking chances, There was a positive increase of 23% in this area.

We also had much growth in the area of safety, 21% increase in students feeling safe on the bus.

### **24b. Student Perception Data**

#### **Which area(s) indicate the overall lowest level of satisfaction among students?**

The data showed that students were least satisfied when it came to teachers at the school letting them ask other students when they need help with classwork.

### **24c. Student Perception Data**

#### **What actions will be taken to improve student satisfaction in the lowest area(s)?**

We do not view the lowest level of satisfaction as a negative, as teachers work hard to cultivate independence vs. dependence. This is not to say, collaboration isn't valued and ongoing in each classroom. Rather, the survey question's focus created a false positive.

### **25a. Parent/Guardian Perception Data**

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

Based on a district-wide survey, areas with highest levels of satisfaction for Way are:

\*Overall ease of communication with the school, such as, ability to reach the appropriate person, accuracy of response, completeness of response, and speed the question was handled.

\*Teacher approval such as, qualifications in subjects they teach, teacher organization and preparation, and demonstrated care for students.

\*Safety and security such as, prevention of drugs and weapons in school, child's feeling of safety at school, and the preparation for dealing with emergency situations.

**25b. Parent/Guardian Perception Data**

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

Based on the district-wide survey, our school data shows certain services such as, transportation, food service, tutoring/academic support, and special needs programs have the lowest level of satisfaction (in the high 70% range)

**25c. Parent/Guardian Perception Data**

**What actions will be taken to improve parent/guardian satisfaction in the lowest area(s)?**

Our Food Service program changed over the past two years to Aramark. It is too soon to determine whether this will influence the level of satisfaction, however the district will review the contract with the company next year.

As for special needs programs, our building is not home to a center-based program and altering this is out of our control. We are not surprised at a lower score with tutoring as we cannot provide tutoring at our building. However, tutoring takes place via many of our teachers outside of school, but overall the public is not privy to this information

**26a. Teacher/Staff Perception Data**

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

80% of staff believe Way to be a supportive and inviting and safe place for students to learn.

**26b. Teacher/Staff Perception Data**

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

Way's lowest satisfaction is with adequate space. 57% of teachers are not satisfied with space for storage, programs, and meetings.

**26c. Teacher/Staff Perception Data**

**What actions will be taken to improve teacher/staff satisfaction in the lowest area(s)?**

This is a problem without an answer as every space is being utilized in this school. With budget reductions, we do not see this improving.

**27a. Stakeholder/Community Perception Data**

**What area(s) indicate the overall highest level of satisfaction among stakeholders/community?**

The overall highest level of satisfaction among stakeholders/community are communications and responsiveness to the community.

**27b. Stakeholder/Community Perception Data**

**What area(s) indicate the overall lowest level of satisfaction among stakeholders/community?**

The area of lowest overall satisfaction is the condition of our facilities.

**27c. Stakeholder/Community Perception Data**

**What actions will be taken to improve the level of stakeholder/community satisfaction in the lowest area(s)?**

We utilize our current sinking fund balance to address needs of concern.

## **Summary**

### **28a. Summary**

**Briefly summarize the strengths and challenges identified in the four kinds of data-demographic, process, achievement/outcomes and perception.**

Strengths = communication and contact, teacher effectiveness, student perception that they are free to take healthy intellectual risks in the classroom

Challenges = facilities, special needs programming, and food service

### **28b. Summary**

**How might the challenges identified in the demographic, process and perception data impact student achievement?**

We know that the cultural force of environment plays an active role in learning. We leverage classroom environments to engage our learners and capture the thinking that takes place in the room. However, the challenges identified are much larger in scope as it pertains to all buildings. As noted earlier, sinking fund money has been allocated to areas of highest need, but that money will run out before all needs are addressed.

While nutrition is linked to brain development and our food services meets all state requirements, this is a category that we feel is least linked to achievement.

### **28c. Summary**

**How will these challenges be addressed in the School Improvement Plan's Goals, Measurable Objectives, Strategies and Activities for the upcoming year? For Priority Schools, which of these high need areas will inform the Big Ideas and the Reform/Redesign Plan?**

The challenges listed cannot be addressed in our School Improvement Plan's Goals because primarily, they are not achievement related.

# **School Additional Requirements Diagnostic**

## **Introduction**

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

School Additional Requirements Diagnostic

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

Label	Assurance	Response	Comment	Attachment
2.	Our school published a fully compliant annual report. (The Annual Education Report (AER) satisfies this). If yes, please provide a link to the report in the box below.	Yes	<a href="http://www.bloomfield.org/parents-students/annualreports/index.aspx">http://www.bloomfield.org/parents-students/annualreports/index.aspx</a>	

Label	Assurance	Response	Comment	Attachment
3.	Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.	No		

Label	Assurance	Response	Comment	Attachment
4.	Our school reviews and annually updates the EDPs to ensure academic course work alignment.	No		

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

Label	Assurance	Response	Comment	Attachment
6.	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	Christine Barnett Assistant Superintendent of Personnel 7273 Wing Lake Road, Bloomfield Hills, 48301 248.341.5428	

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Label	Assurance	Response	Comment	Attachment
7.	The institution has a School-Parent Involvement Plan (that addresses Section 1118 activities) that is aligned to the District's Board Policy. If yes, please attach the School-Parent Involvement Plan below.	Yes	<a href="http://bloomfieldhills.novusagenda.com/agendapublic/CoverSheet.aspx?ItemID=485&amp;MeetingID=14">http://bloomfieldhills.novusagenda.com/agendapublic/CoverSheet.aspx?ItemID=485&amp;MeetingID=14</a>	

Label	Assurance	Response	Comment	Attachment
8.	The institution has a School-Parent Compact. If yes, please attach the School-Parent Compact below.	Yes	<a href="http://www.bloomfield.org/data/files/gallery/ContentGallery/UCSC_2013a.pdf">http://www.bloomfield.org/data/files/gallery/ContentGallery/UCSC_2013a.pdf</a>	

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

# **School Improvement Plan 2016 -2017**

## **Overview**

### **Plan Name**

School Improvement Plan 2016 -2017

### **Plan Description**

## Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students will be able to apply higher-order thinking skills to reach for depth of knowledge Levels 3 and 4 in alignment to Common Core Standards in the area of operations and algebraic thinking to solve mathematical problems.	Objectives: 1 Strategies: 1 Activities: 3	Academic	\$3000
2	All students will apply vocabulary and foundational skills in reading.	Objectives: 1 Strategies: 1 Activities: 3	Academic	\$4500
3	All students will show writing growth in the areas of structure, development, and language conventions.	Objectives: 1 Strategies: 2 Activities: 2	Academic	\$0
4	All staff will engage in work to build cultural competency in the classroom and throughout the school community.	Objectives: 1 Strategies: 3 Activities: 3	Organizational	\$2000

## **Goal 1: All students will be able to apply higher-order thinking skills to reach for depth of knowledge Levels 3 and 4 in alignment to Common Core Standards in the area of operations and algebraic thinking to solve mathematical problems.**

### **Measurable Objective 1:**

85% of All Students will demonstrate a proficiency in operations and algebraic thinking in Mathematics by 05/31/2018 as measured by a 2% increase in the spring mean NWEA score: We will also use teacher created assessments..

### **Strategy 1:**

Develop Schoolwide Cultures of Thinking - Staff will use thinking routines to facilitate student thinking and learning throughout math instruction. Staff will also shape and promote the 8 cultural forces (time, opportunities, routines and structures, language, modeling, interactions and relationships, physical environment, and expectations) noticing how these variables impact student thinking and learning in the school culture.

Category: Mathematics

Research Cited: Visible Thinking is a broad and flexible framework for enriching classroom learning in the content areas and fostering students' intellectual development at the same time. Here are some of its key goals:

Deeper understanding of content

Greater motivation for learning

Development of learners' thinking and learning abilities.

Development of learners' attitudes toward thinking and learning and their alertness to opportunities for thinking and learning (the "dispositional" side of thinking).

A shift in classroom culture toward a community of enthusiastically engaged thinkers and learners.

Visible Thinking is the product of a number of years of research concerning children's thinking and learning, along with a sustained research and development process in classrooms.

One important finding was that skills and abilities are not enough. They are important of course, but alertness to situations that call for thinking and positive attitudes toward thinking and learning are tremendously important as well. Often, we found, children (and adults) think in shallow ways not for lack of ability to think more deeply but because they simply do not notice the opportunity or do not care. To put it all together, we say that really good thinking involves abilities, attitudes, and alertness, all three at once. Technically this is called a dispositional view of thinking. Visible Thinking is designed to foster all three.

Another important result of this research concerns the practical functionality of the Visible Thinking approach -- the thinking routines, the thinking ideals, and other elements. All these were developed in classroom contexts and have been revised and revised again to ensure workability, accessibility, rich thinking results from the activities, and teacher and student engagement.

-"Making Thinking Visible" Ron Ritchhart and David Perkins. "Making Thinking Visible," Educational Leadership 65, no. 5 (February 2008): 57-61.

-*"Uncovering Students' Thinking about Thinking Using Concept Maps"*- a paper prepared for the AERA Conference, March 2008.

Cultivating a Culture of Thinking in Museums Ron Ritchhart, "Cultivating a Culture of Thinking in Museums," *Journal of Museum Education* 32, no. 2 (Summer 2007): 137-54.

-Schools Need to Pay More Attention to "Intelligence in the Wild" David N. Perkins, "Schools Need to Pay More Attention to "Intelligence in the Wild," *Harvard Education Letter* (May/June 2000)

-Intelligence in the Wild David N. Perkins and others, "Intelligence in the Wild: A Dispositional View of Intellectual Traits," *Educational Psychology Review* 12, no. 3 (2000): 269–93.

-Why Teach Habits of Mind? Shari Tishman, "Why Teach Habits of Mind?" in *Discovering and Exploring Habits of Mind*, ed. Arthur -L. Costa and Bena Kallick (Alexandria, VA: ASCD, 2000), 41-52.

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-Visible Thinking Shari Tishman and Patricia Palmer, "Visible Thinking," *Leadership Compass* 2, no. 4 (Summer 2005).

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-The object of their attention Shari Tishman. "The object of their attention". *Education Leadership*, February 2008. 65 (5) pp. 44-46

-Thinking about Thinking: Pre-service teachers strengthen their thinking artfully Susan Barahal. "Thinking about Thinking: Pre-service teachers strengthen their thinking artfully". *Phi Delta Kappan*, 90 (4). pp. 298-302

Visible Thinking is a broad and flexible framework for enriching classroom learning in the content areas and fostering students' intellectual development at the same time. Here are some of its key goals:

Deeper understanding of content

Greater motivation for learning

Development of learners' thinking and learning abilities.

Development of learners' attitudes toward thinking and learning and their alertness to opportunities for thinking and learning (the "dispositional" side of thinking).

A shift in classroom culture toward a community of enthusiastically engaged thinkers and learners.

Visible Thinking is the product of a number of years of research concerning children's thinking and learning, along with a sustained research and development process in classrooms.

One important finding was that skills and abilities are not enough. They are important of course, but alertness to situations that call for thinking and positive attitudes toward thinking and learning are tremendously important as well. Often, we found, children (and adults) think in shallow ways not for lack of ability to think more deeply but because they simply do not notice the opportunity or do not care. To put it all together, we say that really good thinking involves abilities, attitudes, and alertness, all three at once. Technically this is called a dispositional view of thinking. Visible Thinking is designed to foster all three.

Another important result of this research concerns the practical functionality of the Visible Thinking approach -- the thinking routines, the thinking ideals, and other elements. All these were developed in classroom contexts and have been revised and revised again to ensure workability, accessibility, rich thinking results from the activities, and teacher and student engagement.

## School Improvement Plan

Way Elementary School

-"Making Thinking Visible" Ron Ritchhart and David Perkins. "Making Thinking Visible," Educational Leadership 65, no. 5 (February 2008): 57-61.

-"Uncovering Students' Thinking about Thinking Using Concept Maps"- a paper prepared for the AERA Conference, March 2008.

Cultivating a Culture of Thinking in Museums R

Tier:

Activity - Thinking Routines	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will select from over 40 Thinking Routines to implement in mathematics instruction and determine which routines promote the deepest levels of thinking. Evidence of the effectiveness of this activity will be determined by artifacts collected through the LAST Protocol, monthly written reflections, conversations at staff meetings, and meeting notes during Visible Thinking planning time.	Implementation, Direct Instruction		Implement	09/06/2016	06/21/2019	\$1000	General Fund	All gen ed teachers and support teachers.
Activity - Teacher Created Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will examine previously created assessments to determine which pieces assess higher order thinking skills. Teachers will then take these valued pieces and add on where necessary.	Curriculum Development		Implement	09/06/2016	06/21/2019	\$2000	General Fund	All Gen Ed and Support Staff
Activity - Learning Targets	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will make their thinking visible in the classroom by posting daily learning targets. These targets will be applied to skill development and higher order thinking skills. The learning targets will be connected to larger operations and algebraic thinking concepts.	Implementation, Direct Instruction		Implement	09/06/2016	06/21/2019	\$0	No Funding Required	Classroom teachers

## Goal 2: All students will apply vocabulary and foundational skills in reading.

### Measurable Objective 1:

85% of All Students will demonstrate a proficiency in vocabulary and foundational skills in Reading by 05/31/2018 as measured by a 2% increase in the spring mean NWEA score .

### Strategy 1:

Word Study - We are restructuring how we examine language at the building. Currently, we are using spelling lists which primarily deal with rote memory and are proving to be ineffective. We are now moving toward a more comprehensive word-learning strategy approach, which utilizes root etymology.

## School Improvement Plan

Way Elementary School

### Category:

Research Cited: What Research Has to Say About Vocabulary Instruction Alan E. Farstrup, Executive Director of the International Reading Association and S. Jay Samuels, Professor of Educational Psychology at the University of Minnesota.

Tier: Tier 1

Activity - Acquisition of Resources	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Purchase "Building Vocabulary" for grades 1 - 4.	Supplemental Materials	Tier 1	Monitor	05/30/2014	06/21/2019	\$4500	General Fund	Principal

Activity - Alignment of Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
During classroom Word Study students will be engaged in vocabulary and foundational skills three to five times per week.	Direct Instruction	Tier 1	Monitor	09/08/2015	06/21/2019	\$0	No Funding Required	General Education Teachers K-4

Activity - ELL Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Using flashcards and other ELL online resources, explicit phonics instruction grade 1-2 occurs. Using the lessons from Vocabulary Workshop as guide, explicit vocabulary work occurs 4 times per week grades K-4. These activities are specific to our ELL population. Lessons are differentiated based on various levels of language proficiency.	Direct Instruction, Academic Support Program	Tier 2	Monitor	09/08/2015	06/21/2019	\$0	Title III	ESL Teacher

## Goal 3: All students will show writing growth in the areas of structure, development, and language conventions.

### Measurable Objective 1:

85% of All Students will increase student growth in the writing process in Writing by 05/31/2018 as measured by an increase in one level on the Writing Pathways rubric.

### Strategy 1:

Writer's Workshop Model - Writer's Workshop consists of brainstorming/pre-writing, drafting, revising, editing, and publishing centers. General education teachers will conduct a mini-lesson and conference in small groups or one on one on a daily basis.

Category: English/Language Arts

Research Cited: Atwell, N. (1989). *Coming to Know: Writing to Learn in the Intermediate Grades*. Portsmouth, NH: Heinemann.

Atwell, N. (1998). *In the Middle*, 2nd ed. Portsmouth, NH: Heinemann

Bomer, R., & Laman, T. (2004). Positioning in a primary writing workshop: Joint action in the discursive production of writing subjects. *Research in the Teaching of English*, 420-466.

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Hertz, M., & Heydenberk, W. (1997). A kindergarten writing workshop: How kindergarten students grow as writers. *Reading Horizons*, 37(3), 3.

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Stein, M., Dixon, R., & Barnard, S. (2001). What Research Tells Us about Writing Instruction For Students in the Middle Grades. *Journal of Direct Instruction*, 1(2), 107-16.

Troia, G. A., Lin, S. C., Monroe, B. W., & Cohen, S. (2009). The effects of writing workshop instruction on the performance and motivation of good and poor writers. *Instruction and assessment for struggling writers: Evidence-based practices*, 77-112.

## School Improvement Plan

Way Elementary School

Tier: Tier 1

Activity - ELL Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Through journal writing, children are provided writing instruction based on ELL proficiency levels. Writings may focus on, the copying of written language, providing information using graphic organizers, engaging in pre-writing strategies, producing original sentences, producing content-related sentences, and composing stories.	Direct Instruction, Academic Support Program	Tier 2	Monitor	09/08/2015	06/21/2019	\$0	Title III	ESL instructor.

### Strategy 2:

Creating a Culture of Thinking - Staff will use thinking routines to facilitate student thinking and learning throughout writing instruction. Staff will also shape and promote the 8 cultural forces (time, opportunities, routines and structures, language, modeling, interactions and relationships, physical environment, and expectations) noticing how these variables impact student thinking and learning in the school culture.

Category: School Culture

Research Cited: Visible Thinking is a broad and flexible framework for enriching classroom learning in the content areas and fostering students' intellectual development at the same time. Here are some of its key goals:

Deeper understanding of content

Greater motivation for learning

Development of learners' thinking and learning abilities.

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Visible Thinking is the product of a number of years of research concerning children's thinking and learning, along with a sustained research and development process in classrooms.

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Cultivating a Culture of Thinking in Museums Ron Ritchhart, "Cultivating a Culture of Thinking in Museums," Journal of Museum Education 32, no. 2 (Summer 2007): 137-54.

- Schools Need to Pay More Attention to "Intelligence in the Wild" David N. Perkins, "Schools Need to Pay More Attention to "Intelligence in the Wild," Harvard Education Letter (May/June 2000)
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Tier: Tier 1

## School Improvement Plan

Way Elementary School

Activity - Thinking Routines	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will select from over 40 Thinking Routines to implement in writing instruction and determine which routines promote the deepest levels of thinking. Evidence of the effectiveness of this activity will be determined by artifacts collected through the LAST Protocol, monthly written reflections, conversations at staff meetings, and meeting notes during Visible Thinking planning time.	Direct Instruction	Tier 1	Implement	09/08/2016	05/31/2018	\$0	No Funding Required	All staff

## Goal 4: All staff will engage in work to build cultural competency in the classroom and throughout the school community.

### Measurable Objective 1:

collaborate to increase our cultural competency in the classroom and throughout the organization. by 09/04/2018 as measured by redesigning units of study so they are a better fit with cultural beliefs and practices, by examining our biases about people from other cultures, and by doing an audit of instructional materials to ensure it reflects cultures and backgrounds .

### Strategy 1:

Work with consultants - Over time, all staff members will participate in Global Champions and the Institute for Healing Racism, a district wide initiative. We also have an ongoing relationship with Jay Marks from Oakland Schools. Our work together focuses on examining our cultural biases and developing culturally competent classrooms.

Category: School Culture

Research Cited: Cultural competence is defined as a set of congruent behaviors, attitudes, and policies that come together in a system, agency, or among professionals and enables that system, agency, or those professionals to work effectively in cross-cultural situations.

Cross T., Bazron, B., Dennis, K., & Isaacs, M. (1989). Towards a culturally competent system of care, volume I. Washington, D.C.: Georgetown University Child Development Center, CASSP Technical Assistance Center

Isaacs, M. and Benjamin, M. (1991). Towards a culturally competent system of care, volume II, programs which utilize culturally competent principles. Washington, D.C.: Georgetown University Child Development Center, CASSP Technical Assistance Center.

Operationally defined, cultural competence is the integration and transformation of knowledge about individuals and groups of people into specific standards, policies, practices, and attitudes used in appropriate cultural settings to increase the quality of services; thereby producing better outcomes.

Davis, K. (1997). Exploring the intersection between cultural competency and managed behavioral health care policy: Implications for state and county mental health agencies. Alexandria, VA: National Technical Assistance Center for State Mental Health Planning.

Tier: Tier 1

## School Improvement Plan

Way Elementary School

Activity - Examining cultural bias and learning effective teaching strategies with minority students	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Through 6 professional development sessions, Jay Marks will continue to working with us in exploring our cultural biases and offer suggestions for how best to instruct minority students.	Professional Learning, Behavioral Support Program, Teacher Collaboration	Tier 1	Implement	08/27/2015	08/29/2018	\$0	No Funding Required	Principal to arrange the PD and staff to engage.

### Strategy 2:

Material review - All staff will be given time to examine the literature in the school and rule out books and materials that have cultural bias. Additionally, time will be devoted to discuss the role of environment and the importance of effectively displaying materials.

Category:

Research Cited: Creating Cultures of Thinking by Ron Ritchhart

In Search of Cultural Themes and Their Expressions in the Dynamics of Classroom Life by A.W. Boykin, K.M. Tyler, and O.A. Miller

The Impact of cultural biases on African American students' education by P.B. Baker

Tier: Tier 1

Activity - Material review	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Guidelines for selecting culturally diverse books will be discussed at a professional development. Content priorities will include: Choose books with strong plots and well-developed characters. Look for accuracy in stories about modern-day experiences, historical fiction, and all nonfiction. Look for books with culturally based themes and books about realistic, everyday events and activities that include characters from diverse groups. Consider your own views about the author's culture and experiences. Illustrations and photographs will also be examined for correctness and free of stereotypical caricatures. Following the professional development, teachers will examine their classroom libraries to ensure inclusion of authentic diversity.	Materials, Professional Learning, Policy and Process	Tier 1	Getting Ready	08/26/2015	08/28/2018	\$2000	General Fund	All Teachers

### Strategy 3:

Global Perspective - All classroom and specials' teachers will examine units of study through a global lens and infuse new perspectives into instructional goals.

Category:

Research Cited: Intellectual Character by Ron Ritchhart

SY 2016-2017

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**School Improvement Plan**

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Tier: Tier 1

Activity - Global Challenge	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Working with the Visible Thinking Coordinator, teachers will examine units of study to incorporate a global perspective. Web sources like Out of Eden Walk and an increase of Circle of Viewpoints Thinking Routines are a couple of examples to be considered. All changes will be documented and forwarded to the principal. Parents will be made aware of changes through classroom and whole-school communications.	Professional Learning, Teacher Collaboration, Curriculum Development	Tier 1	Implement	08/27/2015	08/28/2018	\$0	No Funding Required	Jenny Rossi, principal and all teaching staff

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### Title III

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
ELL Support	Using flashcards and other ELL online resources, explicit phonics instruction grade 1-2 occurs. Using the lessons from Vocabulary Workshop as guide, explicit vocabulary work occurs 4 times per week grades K-4. These activities are specific to our ELL population. Lessons are differentiated based on various levels of language proficiency.	Direct Instruction, Academic Support Program	Tier 2	Monitor	09/08/2015	06/21/2019	\$0	ESL Teacher
ELL Support	Through journal writing, children are provided writing instruction based on ELL proficiency levels. Writings may focus on, the copying of written language, providing information using graphic organizers, engaging in pre-writing strategies, producing original sentences, producing content-related sentences, and composing stories.	Direct Instruction, Academic Support Program	Tier 2	Monitor	09/08/2015	06/21/2019	\$0	ESL instructor.

### General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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## School Improvement Plan

Way Elementary School

Material review	Guidelines for selecting culturally diverse books will be discussed at a professional development. Content priorities will include: Choose books with strong plots and well-developed characters. Look for accuracy in stories about modern-day experiences, historical fiction, and all nonfiction. Look for books with culturally based themes and books about realistic, everyday events and activities that include characters from diverse groups. Consider your own views about the author's culture and experiences. Illustrations and photographs will also be examined for correctness and free of stereotypical caricatures. Following the professional development, teachers will examine their classroom libraries to ensure inclusion of authentic diversity.	Materials, Professional Learning, Policy and Process	Tier 1	Getting Ready	08/26/2015	08/28/2018	\$2000	All Teachers
Teacher Created Assessments	Teachers will examine previously created assessments to determine which pieces assess higher order thinking skills. Teachers will then take these valued pieces and add on where necessary.	Curriculum Development		Implement	09/06/2016	06/21/2019	\$2000	All Gen Ed and Support Staff
Acquisition of Resources	Purchase "Building Vocabulary" for grades 1 - 4.	Supplemental Materials	Tier 1	Monitor	05/30/2014	06/21/2019	\$4500	Principal
Thinking Routines	Teachers will select from over 40 Thinking Routines to implement in mathematics instruction and determine which routines promote the deepest levels of thinking. Evidence of the effectiveness of this activity will be determined by artifacts collected through the LAST Protocol, monthly written reflections, conversations at staff meetings, and meeting notes during Visible Thinking planning time.	Implementation, Direct Instruction		Implement	09/06/2016	06/21/2019	\$1000	All gen ed teachers and support teachers.

### No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Examining cultural bias and learning effective teaching strategies with minority students	Through 6 professional development sessions, Jay Marks will continue to working with us in exploring our cultural biases and offer suggestions for how best to instruct minority students.	Professional Learning, Behavioral Support Program, Teacher Collaboration	Tier 1	Implement	08/27/2015	08/29/2018	\$0	Principal to arrange the PD and staff to engage.

## School Improvement Plan

Way Elementary School

Global Challenge	Working with the Visible Thinking Coordinator, teachers will examine units of study to incorporate a global perspective. Web sources like Out of Eden Walk and an increase of Circle of Viewpoints Thinking Routines are a couple of examples to be considered. All changes will be documented and forwarded to the principal. Parents will be made aware of changes through classroom and whole-school communications.	Professional Learning, Teacher Collaboration, Curriculum Development	Tier 1	Implement	08/27/2015	08/28/2018	\$0	Jenny Rossi, principal and all teaching staff
Thinking Routines	Teachers will select from over 40 Thinking Routines to implement in writing instruction and determine which routines promote the deepest levels of thinking. Evidence of the effectiveness of this activity will be determined by artifacts collected through the LAST Protocol, monthly written reflections, conversations at staff meetings, and meeting notes during Visible Thinking planning time.	Direct Instruction	Tier 1	Implement	09/08/2016	05/31/2018	\$0	All staff
Alignment of Instruction	During classroom Word Study students will be engaged in vocabulary and foundational skills three to five times per week.	Direct Instruction	Tier 1	Monitor	09/08/2015	06/21/2019	\$0	General Education Teachers K-4
Learning Targets	Teachers will make their thinking visible in the classroom by posting daily learning targets. These targets will be applied to skill development and higher order thinking skills. The learning targets will be connected to larger operations and algebraic thinking concepts.	Implementation, Direct Instruction		Implement	09/06/2016	06/21/2019	\$0	Classroom teachers