School Improvement Plan

Way Elementary School

Bloomfield Hills Schools

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Bloomfield Hills, MI 48302-1552

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Introduction

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

Improvement Plan Assurance

Introduction

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

Improvement Plan Assurance

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

School Improvement Plan 2017-2018

Overview

Plan Name

School Improvement Plan 2017-2018

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: 2 Activities: 4	Academic	$3000
2	All students will apply vocabulary and foundational skills in reading.	Objectives: 1 Strategies: 1 Activities: 3	Academic	$0
3	All students will show writing growth in the areas of structure, development, and language conventions.	Objectives: 1 Strategies: 2 Activities: 3	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 05/31/2023 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?" inDiscovering and Exploring Habits of Mind, ed. Arthur -L. Costa and Bena Kallick (Alexandria, VA: ASCD, 2000), 41-52.

-Life in the Mindful Classroom: Nurturing the Disposition of Mindfulness Ron Ritchhart and David N. Perkins, "Life in the Mindful Classroom: Nurturing the Disposition of Mindfulness," Journal of Social Issues 56, no. 1 (2000), 27–47.

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-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

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Cultivating a Culture of Thinking in Museums R

Tier: Tier 1

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.	Direct Instruction, Implementation	Tier 1	Monitor	09/06/2016	05/31/2023	$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. The district will be piloting multiple math programs in the 2017 - 2018 school year. Alignment and discussions around best practice will be district led.	Curriculum Development	Tier 1	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.	Direct Instruction, Implementation	Tier 1	Monitor	09/06/2016	05/31/2023	$0	No Funding Required	Classroom teachers

Strategy 2:

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

Category: Technology

Research Cited: University of San Francisco research of the effectiveness of TenMarks Math 2011

Tier: Tier 1

Activity - Online Math Resources	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| Gen Ed teachers, Grades 1-4 will purposefully assign online resources to target operations and algebraic thinking. These online resources will be used at school and home. Teachers will collect data based on in-school assignments. | Technology | Tier 1 | Monitor | 09/07/2015 | 05/31/2023 | $0 | No Funding Required | All General Education Teachers grades 1-4 |

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 05/31/2023 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.

Category: English/Language Arts

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 - 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	05/31/2023	$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.	Academic Support Program, Direct Instruction	Tier 2	Monitor	09/08/2015	05/31/2023	$0	Title III	ESL Teacher

Activity - NWEA Vocabulary	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Using vocabulary resources from NWEA, teachers will fold that vocabulary into their instruction.	Direct Instruction	Tier 1	Implement	08/31/2017	05/31/2023	$0	No Funding Required	All gen ed and support staff

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 on the Writing Pathways rubric in Writing by 05/31/2023 as measured by an increase in points.

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.

Calkins, L. (1994). The Art of Teaching Writing, 2nd ed. Portsmouth, NH: Heinemann.

Graves, D. (1983). Writing: Teachers and Children at Work. Portsmouth, NH: Heinemann.

Graves, D. (1994). A Fresh Look at Writing. Portsmouth, NH: Heinemann.

Guthrie, J. (2004). Teaching for Literacy Engagement. Journal of Literacy Research 36 (1), 1-30.

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

Jasmine, J., & Weiner, W. (2007). The effects of writing workshop on abilities of first grade students to become confident and independent writers. Early Childhood Education Journal, 35(2), 131-139.

Juel, Connie. "Learning to read and write: A longitudinal study of 54 children from first through fourth grades." Journal of educational Psychology 80.4 (1988): 437. (?)

Murray, D. (1985). A writer teaches writing, 2nd ed.. Boston, MA: Houghton-Mifflin.

Newkirk, T., & Kittle, P. (Eds.). (2013). Children Want to Write: Donald Graves and the Revolution in Children's Writing. Heinemann.

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.

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.	Academic Support Program, Direct Instruction	Tier 2	Monitor	09/08/2015	05/31/2023	$0	Title III	ESL instructor.

Activity - Oakland Schools Writing Units	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will refer to Oakland Schools grade level writing units to create mini-lessons for Writers' Workshop.	Direct Instruction	Tier 1	Implement	08/31/2017	05/31/2023	$0	No Funding Required	All gen ed and support staff

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

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Tier: Tier 1

Activity - Thinking Routines	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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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

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, Teacher Collaboration, Behavioral Support Program	Tier 1	Implement	08/27/2015	08/29/2018	$0	No Funding Required	Principal to arrange the PD and staff to engage.

Strategy 2:

Materials - Teachers will continue to evaluate classroom materials and all purchases using a cultural lens.

Category: School Culture

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.	Policy and Process, Materials, Professional Learning	Tier 1	Implement	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: School Culture

Research Cited: Intellectual Character by Ron Ritchhart

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. All changes will be documented and forwarded to the principal. Parents will be made aware of changes through classroom and whole-school communications.	Curriculum Development, Professional Learning, Teacher Collaboration	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	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.	Academic Support Program, Direct Instruction	Tier 2	Monitor	09/08/2015	05/31/2023	$0	ESL instructor.
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.	Academic Support Program, Direct Instruction	Tier 2	Monitor	09/08/2015	05/31/2023	$0	ESL Teacher

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible

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.	Policy and Process, Materials, Professional Learning	Tier 1	Implement	08/26/2015	08/28/2018	$2000	All Teachers
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.	Direct Instruction, Implementation	Tier 1	Monitor	09/06/2016	05/31/2023	$1000	All gen ed teachers and support 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. The district will be piloting multiple math programs in the 2017 - 2018 school year. Alignment and discussions around best practice will be district led.	Curriculum Development	Tier 1	Implement	09/06/2016	06/21/2019	$2000	All Gen Ed and Support Staff

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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	05/31/2023	$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.	Direct Instruction, Implementation	Tier 1	Monitor	09/06/2016	05/31/2023	$0	Classroom teachers
Oakland Schools Writing Units	Teachers will refer to Oakland Schools grade level writing units to create mini-lessons for Writers' Workshop.	Direct Instruction	Tier 1	Implement	08/31/2017	05/31/2023	$0	All gen ed and support staff
Global Challenge	Working with the Visible Thinking Coordinator, teachers will examine units of study to incorporate a global perspective. All changes will be documented and forwarded to the principal. Parents will be made aware of changes through classroom and whole-school communications.	Curriculum Development, Professional Learning, Teacher Collaboration	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	Monitor	09/08/2016	05/31/2023	$0	All staff
NWEA Vocabulary	Using vocabulary resources from NWEA, teachers will fold that vocabulary into their instruction.	Direct Instruction	Tier 1	Implement	08/31/2017	05/31/2023	$0	All gen ed and support staff
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, Teacher Collaboration, Behavioral Support Program	Tier 1	Implement	08/27/2015	08/29/2018	$0	Principal to arrange the PD and staff to engage.
Online Math Resources	Gen Ed teachers, Grades 1-4 will purposefully assign online resources to target operations and algebraic thinking. These online resources will be used at school and home. Teachers will collect data based on in-school assignments.	Technology	Tier 1	Monitor	09/07/2015	05/31/2023	$0	All General Education Teachers grades 1-4