School Improvement Plan

Way Elementary School
Bloomfield Hills Schools

Mr. Adam Scher
765 West Long Lake Rd
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

<table>
<thead>
<tr>
<th>Label</th>
<th>Assurance</th>
<th>Response</th>
<th>Comment</th>
<th>Attachment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Which option was chosen for Goals and Plans?</td>
<td>Goals and Plans in ASSIST</td>
<td>See Goals and Plans in ASSIST</td>
<td></td>
</tr>
</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>#</th>
<th>Goal Name</th>
<th>Goal Details</th>
<th>Goal Type</th>
<th>Total Funding</th>
</tr>
</thead>
</table>
| 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.

School Improvement Plan
Way Elementary School

- 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)
- Visible Thinking Shari Tishman and Patricia Palmer, "Visible Thinking," Leadership Compass 2, no. 4 (Summer 2005).
- Works of art are a good thing to think about Shari Tishman & Patricia Palmer. "Works of art are a good thing to think about: A study of the impact of the Artful Thinking program on students' concepts of thinking. In Evaluating the Impact of Arts and Cultural Education. Paris: Centre Pompidou, 89-101.
- 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.
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## Activity - Thinking Routines

<table>
<thead>
<tr>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>Direct Instruction, Implementation</td>
<td>Tier 1</td>
<td>Monitor</td>
<td>09/06/2016</td>
<td>05/31/2023</td>
<td>$1000</td>
<td>General Fund</td>
</tr>
</tbody>
</table>

## Activity - Teacher Created Assessments

<table>
<thead>
<tr>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>Curriculum Development</td>
<td>Tier 1</td>
<td>Implement</td>
<td>09/06/2016</td>
<td>06/21/2019</td>
<td>$2000</td>
<td>General Fund</td>
</tr>
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</table>

## Activity - Learning Targets

<table>
<thead>
<tr>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>Direct Instruction, Implementation</td>
<td>Tier 1</td>
<td>Monitor</td>
<td>09/06/2016</td>
<td>05/31/2023</td>
<td>$0</td>
<td>No Funding Required</td>
</tr>
</tbody>
</table>

## 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

<table>
<thead>
<tr>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activity - Online Math Resources</td>
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<td></td>
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<td></td>
</tr>
</tbody>
</table>
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

<table>
<thead>
<tr>
<th>Activity - Alignment of Instruction</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>During classroom Word Study students will be engaged in vocabulary and foundational skills three to five times per week.</td>
<td>Direct Instruction</td>
<td>Tier 1</td>
<td>Monitor</td>
<td>09/08/2015</td>
<td>05/31/2023</td>
<td>$0</td>
<td>No Funding Required</td>
<td>General Education Teachers K-4</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Activity - ELL Support</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>Academic Support Program, Direct Instruction</td>
<td>Tier 2</td>
<td>Monitor</td>
<td>09/08/2015</td>
<td>05/31/2023</td>
<td>$0</td>
<td>Title III</td>
<td>ESL Teacher</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity - NWEA Vocabulary</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
</table>
Using vocabulary resources from NWEA, teachers will fold that vocabulary into their instruction.

<table>
<thead>
<tr>
<th>Direct Instruction</th>
<th>Tier 1</th>
<th>Implement</th>
<th>08/31/2017</th>
<th>05/31/2023</th>
<th>$0</th>
<th>No Funding Required</th>
<th>All gen ed and support staff</th>
</tr>
</thead>
</table>

**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


Tier: Tier 1

<table>
<thead>
<tr>
<th>Activity - ELL Support</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>Academic Support Program, Direct Instruction</td>
<td>Tier 2</td>
<td>Monitor</td>
<td>09/08/2015</td>
<td>05/31/2023</td>
<td>$0</td>
<td>Title III</td>
<td>ESL instructor</td>
</tr>
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</table>

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

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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### Activity - Thinking Routines

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<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding Required</th>
<th>Staff Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Direct Instruction</td>
<td>Tier 1</td>
<td>Monitor</td>
<td>09/08/2016</td>
<td>05/31/2023</td>
<td>$0</td>
<td>No Funding Required</td>
<td>All staff</td>
</tr>
</tbody>
</table>

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

**Measurable Objective 1:**
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.
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.

Tier: Tier 1

<table>
<thead>
<tr>
<th>Activity - Examining cultural bias and learning effective teaching strategies with minority students</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>Professional Learning, Teacher Collaboration, Behavioral Support Program</td>
<td>Tier 1</td>
<td>Implement</td>
<td>08/27/2015</td>
<td>08/29/2018</td>
<td>$0</td>
<td>No Funding Required</td>
<td>Principal to arrange the PD and staff to engage.</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>Policy and Process, Materials, Professional Learning</td>
<td>Tier 1</td>
<td>Implement</td>
<td>08/26/2015</td>
<td>08/28/2018</td>
<td>$2000</td>
<td>General Fund</td>
</tr>
</tbody>
</table>

### 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

<table>
<thead>
<tr>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>Curriculum Development, Professional Learning, Teacher Collaboration</td>
<td>Tier 1</td>
<td>Implement</td>
<td>08/27/2015</td>
<td>08/28/2018</td>
<td>$0</td>
<td>No Funding Required</td>
</tr>
</tbody>
</table>
## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

**Title III**

<table>
<thead>
<tr>
<th>Activity Name</th>
<th>Activity Description</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Staff Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELL Support</td>
<td>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.</td>
<td>Academic Support Program, Direct Instruction</td>
<td>Tier 2</td>
<td>Monitor</td>
<td>09/08/2015</td>
<td>05/31/2023</td>
<td>$0</td>
<td>ESL instructor.</td>
</tr>
<tr>
<td>ELL Support</td>
<td>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.</td>
<td>Academic Support Program, Direct Instruction</td>
<td>Tier 2</td>
<td>Monitor</td>
<td>09/08/2015</td>
<td>05/31/2023</td>
<td>$0</td>
<td>ESL Teacher</td>
</tr>
</tbody>
</table>

**General Fund**

<table>
<thead>
<tr>
<th>Activity Name</th>
<th>Activity Description</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
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<th>Staff Responsibility</th>
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<tbody>
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<td></td>
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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.

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.

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.

### Activity Name | Activity Description | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Staff Responsibility
--- | --- | --- | --- | --- | --- | --- | --- | ---
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
<table>
<thead>
<tr>
<th>Learning Targets</th>
<th>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.</th>
<th>Direct Instruction, Implementation</th>
<th>Tier 1</th>
<th>Monitor</th>
<th>09/06/2016</th>
<th>05/31/2023</th>
<th>$0</th>
<th>Classroom teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oakland Schools Writing Units</td>
<td>Teachers will refer to Oakland Schools grade level writing units to create mini-lessons for Writers' Workshop.</td>
<td>Direct Instruction</td>
<td>Tier 1</td>
<td>Implement</td>
<td>08/31/2017</td>
<td>05/31/2023</td>
<td>$0</td>
<td>All gen ed and support staff</td>
</tr>
<tr>
<td>Global Challenge</td>
<td>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.</td>
<td>Curriculum Development, Professional Learning, Teacher Collaboration</td>
<td>Tier 1</td>
<td>Implement</td>
<td>08/27/2015</td>
<td>08/28/2018</td>
<td>$0</td>
<td>Jenny Rossi, principal and all teaching staff</td>
</tr>
<tr>
<td>Thinking Routines</td>
<td>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.</td>
<td>Direct Instruction</td>
<td>Tier 1</td>
<td>Monitor</td>
<td>09/08/2016</td>
<td>05/31/2023</td>
<td>$0</td>
<td>All staff</td>
</tr>
<tr>
<td>NWEA Vocabulary</td>
<td>Using vocabulary resources from NWEA, teachers will fold that vocabulary into their instruction.</td>
<td>Direct Instruction</td>
<td>Tier 1</td>
<td>Implement</td>
<td>08/31/2017</td>
<td>05/31/2023</td>
<td>$0</td>
<td>All gen ed and support staff</td>
</tr>
<tr>
<td>Examining cultural bias and learning effective teaching strategies with minority students</td>
<td>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.</td>
<td>Professional Learning, Teacher Collaboration, Behavioral Support Program</td>
<td>Tier 1</td>
<td>Implement</td>
<td>08/27/2015</td>
<td>08/29/2018</td>
<td>$0</td>
<td>Principal to arrange the PD and staff to engage.</td>
</tr>
<tr>
<td>Online Math Resources</td>
<td>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.</td>
<td>Technology</td>
<td>Tier 1</td>
<td>Monitor</td>
<td>09/07/2015</td>
<td>05/31/2023</td>
<td>$0</td>
<td>All General Education Teachers grades 1-4</td>
</tr>
</tbody>
</table>