

# **Willow Woods Elementary School**

Warren Consolidated Schools

## **2021-22 Continuous Improvement Plan**

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Using your building’s data story and equity reflection, review your current improvement plan. Does this new information on equity lead to adjusting or adding any additional strategies or activities to your improvement plan? Indicate your goals below and any revisions for 2021-2022.

<b>Goal 1</b>	
<b>SMART Goal Language</b>	<p>Promote college and career readiness by increasing achievement in Mathematics for all students.</p> <p>80% of Black or African-American, Asian, White, Children in a Military Family, Children in Foster Care, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Homeless, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will achieve college and career readiness by increasing achievement in math for all students in Mathematics by 06/30/2025 as measured by state assessments.</p>
<b>Continuation Goal (Yes or No)</b>	Yes
<b>Additional Strategies</b>	<p>#1 High Quality Tier I Math Instruction - Tier 1 Instruction and Professional Learning - School staff will engage in district provided research based professional learning to implement quality Math instruction.</p> <p>#2 PLC/ILC for Math - Professional Learning Community (PLC) - During PLC meetings, staff will collaborate to strengthen the vertical and horizontal alignment between curriculum, instruction and assessment practices in all core and elective content areas. PLC framework: 1. Focus on Learning, 2. Collaborative Culture, 3. Results Orientation.</p> <p>#3 MTSS for Math Tiers 2/3 - Staff will utilize the Multi-Tier System of Support (MTSS) Framework, which includes data-based problem-solving and cross-curricular decision making to help identify the behavioral and academic needs of all students.</p>
<b>Additional Activities</b>	<p>#1 – High Quality Tier I Math Instruction</p> <p>A: Implement - Staff will implement the Math Strategy Implementation Guide (SIG). Critical Components of the Math SIG include: Fluency/Number Talks, Warm Up, Direct Instruction, Guided Math Groups, Check for Understanding, Share Out, Formative and Summative Assessments.</p> <p>B: Monitor - During Grade Level Meetings, Instructional staff will monitor the use of the Math Strategy Implementation Guide (SIG) through the Fidelity of Implementation Rubric. Instructional staff will also monitor and align the SIG to the District Math pacing guide to meet the instructional needs of all students.</p> <p>C: Evaluate - Instructional staff and building administrator will analyze student achievement data (NWEA, common and formative assessments, and/or state assessments), building implementation data (Fidelity of Implementation Rubrics), and/or artifacts (Power Standard Summary Plans) to determine the effectiveness of Tier 1 instruction.</p>

	<p>#2 PLC/ILC for Math</p> <p>A: Implement - During PLC meetings, staff will implement the Instructional Learning Cycle (ILC) process by identifying the priority standards, establishing learning targets, creating pre/post formative assessments, monitoring student learning, identifying key instructional strategies and analyzing student achievement data.</p> <p>B: Monitor - The School Improvement (SI) Team will monitor the ILC Process through the collection of Power Standard Summary Plans and Fidelity of Implementation Rubrics.</p> <p>C: Evaluate – Instructional staff and building administrator will analyze student achievement data (NWEA, common and formative assessments, and/or state assessments).</p> <p>#3 MTSS for Math Tiers 2/3</p> <p>A: Implement - Staff will implement the Tier 2/3 ELA Multi-Tiered Systems of Support (MTSS) Interventions by identifying the specific needs of students through the analysis of student data. Staff will provide identified students targeted interventions (AVMR), tutoring/mentoring in specific skill-deficient areas of reading and writing, and extended day/summer programs.</p> <p>B: Monitor - The Multi-Tiered Systems of Support (MTSS) Team will monitor student progress through the review and analysis of student data.</p> <p>C: Evaluate - The Multi-Tiered Systems of Support (MTSS) Team will monitor student progress through Add+Vantage Math Recovery (AVMR) assessments.</p>
<p><b>Title I Funding Source Update (must match Title I budget)</b></p>	<p>Strategy 3: Title I School-wide</p>
<p><b>Other Funding Sources Update</b></p>	<p>Strategies 1 and 2: General Fund</p>

<b>Goal 2</b>	
<b>SMART Goal Language</b>	<p>Promote college and career readiness by increasing achievement in English Language Arts for all students.</p> <p>80% of Black or African-American, Asian, White, Economically Disadvantaged, Hispanic or Latino, Homeless, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency by scoring proficient in English Language Arts by 06/30/2025 as measured by state assessments.</p>
<b>Continuation Goal (Yes or No)</b>	Yes
<b>Additional Strategies</b>	<p>#1 High Quality Tier 1 Instruction for ELA - Tier 1 Instruction and Professional Learning - School staff will engage in district provided research based professional learning to implement quality ELA instruction.</p> <p>#2 PLC/ILC for ELA - Professional Learning Community (PLC) - During PLC meetings, staff will collaborate to strengthen the vertical and horizontal alignment between curriculum, instruction, and assessment practices in all core and elective content areas. PLC framework: 1. Focus on Learning, 2. Collaborative Culture, 3. Results Orientation.</p> <p>#3 MTSS for ELA for Tiers 2/3 - Staff will utilize the Multi-Tier System of Support (MTSS) Framework, which includes data-based problem-solving and cross-curricular decision making to help identify the behavioral and academic needs of all students.</p>
<b>Additional Activities</b>	<p>#1 – High Quality Tier I Instruction for ELA</p> <p>A: Implement - Staff will implement the ELA Strategy Implementation Guide (SIG).</p> <p>B: Monitor -During Grade Level Meetings, instructional staff will monitor the use of the ELA Strategy Implementation Guide (SIG) through the Fidelity of Implementation Rubric. Instructional staff will also monitor and align the SIG to the District ELA pacing guide to meet the instructional needs of all students.</p> <p>C: Evaluate - Instructional staff and building administrator will analyze student achievement data (NWEA, DRA, common and formative assessments, and/or state assessments), building implementation data (Fidelity of Implementation Rubrics), and/or artifacts (Willow Woods Instructional Learning Cycle Forms) to determine the effectiveness of Tier 1 instruction.</p> <p>#2 PLC/ILC for ELA</p>

	<p>A: Implement - During PLC meetings, staff will implement the Instructional Learning Cycle (ILC) process by identifying the priority standards, establishing learning targets, creating pre/post formative assessments, monitoring student learning, identifying key instructional strategies and analyzing student achievement data.</p> <p>B: Monitor - The School Improvement (SI) Team will monitor the ILC Process through the collection of Willow Woods Instructional Learning Cycle Forms, PLC Checkpoint Questions for ELA, and Fidelity of Implementation Rubrics.</p> <p>C: Evaluate – Instructional staff and building administrator will analyze student achievement data (NWEA, DRA, M-Step, common formative assessments, District Common Assessments).</p> <p>#3 MTSS for ELA for Tiers 2/3</p> <p>A: Implement - Staff will implement the Tier 2/3 ELA Multi-Tiered Systems of Support (MTSS) Interventions by identifying the specific needs of students through the analysis of student data. Staff will provide identified students targeted interventions (Leveled Literacy Intervention, Corrective Reading, Reading Mastery, Language for Learning, Language for Thinking), and extended day/summer programs.</p> <p>B: Monitor - The Multi-Tiered Systems of Support (MTSS) Team will monitor student progress through documentation on student MTSS Intervention Forms and additional progress monitoring tools.</p> <p>C: Evaluate - Instructional staff and building administrator will analyze the Multi-Tiered Systems of Support (MTSS) Framework through Data Dialogues, which includes analysis of common and state assessments, perception, process/program and/or demographic data to determine the effectiveness of targeted supports.</p>
<p><b>Title I Funding Source Update (must match Title I budget)</b></p>	<p>Strategy 3: Title I School-wide</p>
<p><b>Other Funding Sources Update</b></p>	<p>Strategies 1 and 2: General Fund</p>

**Goal 3**

<b>SMART Goal Language</b>	<p>Promote positive school communities by providing care, support, safety, and membership programs for staff, students, and their families.</p> <p>80% of Black or African-American, Asian, White, Children in a Military Family, Children in Foster Care, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Homeless, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will increase student growth by building positive community programs by 06/30/2025 as measured by changes in discipline and attendance data, as well as parent, staff and student survey responses.</p>
<b>Continuation Goal (Yes or No)</b>	yes
<b>Additional Strategies</b>	<p>#1 Home &amp; School Connection - Student and Family Care, Membership, and Support - Staff will develop, implement, monitor, and evaluate the impact of Family Engagement Programs on students' behavioral and academic success.</p> <p>#2 Cultural Awareness - Staff Cultural Competence, Care, Membership, Safety and Support Learning and Application - Staff will interact with students and families in a culturally competent manner. This will be applied to interactions to purposefully establish meaningful relationships with each child and family, foster a sense of student and parent membership within our school communities, resolve conflict through restorative justice and anti-bullying programs and provide other support programs.</p> <p>#3 PBIS – School Wide Wellness – Staff and students will work together to establish a social culture and the behavior supports needed to improve social, emotional, behavioral, and academic outcomes for all students.</p>
<b>Additional Activities</b>	<p>#1 Home &amp; School Connection</p> <p>A: Parent Workshops - Support student learning through various school events and/or learning workshops for parents and families.</p> <p>B: Electronic Tools and Resources - Provide parents access to district, school and staff websites, Parent Portal, Class Dojo, and/or school event flyers/postcards to communicate important school information.</p> <p>C: CSIP Team – Willow Woods will include parent representation on the team.</p> <p>#2 Cultural Awareness</p> <p>A: All staff will participate in Trauma and Resilience Training offered by the Warren Consolidated District Staff. The 7-hour training will be completed during PLC/Staff Meetings.</p>

	<p>B: All staff will participate in Equity Awareness professional development offered by the Willow Woods Continuous School Improvement Team. The PD will be completed during PLC/Staff Meetings.</p> <p>#3 PBIS: School Wide Wellness</p> <p>A: Student Community Membership – Students will engage in multiple activities, which will promote school-wide unity and wellness. These activities include student leaders, ecology club, wellness club, service squad, safety patrol, and other community outreach activities.</p> <p>B: Terrific Tuesdays – Staff and students will engage in a variety of team building activities. These activities will take place all year long on Early Release Tuesdays.</p> <p>C: School-Wide Assemblies – Staff and students will engage in five school-wide assemblies to enhance the school culture.</p>
<p><b>Title I Funding Source Update (must match Title I budget)</b></p>	<p>Title I</p>
<p><b>Other Funding Sources Update</b></p>	<p>General Fund</p>