



# **School Improvement Plan**

**Willow Woods Elementary School**

**Warren Consolidated Schools**

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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

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
1.	Which option was chosen for Goals and Plans?	Abbreviated Goals & Plans Template	As a released Priority School this year, we are continuing with our Unpacking Tool at this time. It is attached below.	Unpacking ELA_Math

# **Title I Schoolwide Diagnostic**

## **Introduction**

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



## Component 1: Comprehensive Needs Assessment

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

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

Many types of data have been examined this school year. In the fall of 2016, MSTEP data from Spring 2015 was inspected by grades 3-5 for gaps in achievement. The NWEA test is conducted in the fall and spring. Staff in grades 1-5 used the data protocol to identify student needs during monthly grade level meetings. DRA testing is also completed during the fall and spring in grades K-5. Staff used monthly grade level meetings and common prep times to discuss results and next steps. Finally, common assessments collaboratively created by grade levels as needed yield interim data to teachers who will in turn provide interventions to students needing support.

Online surveys were given in Spring 2017 to students, staff, and parents using Survey Monkey for perception data. Students were given time and assistance during the school day to complete the surveys. Staff communicated to parents through the school web page and Class Dojo Story to encourage their participation. A translated paper copy of the survey was available in the school office for those with that need.

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

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

#### STUDENT ACHIEVEMENT

The data that was reviewed as part of the Comprehensive Needs Assessment included MSTEP, NWEA, and DRA data. The data for the 2016-2017 school year is as follows:

#### Math:

Data from Spring 2015-Spring 2016 from MSTEP results showed that all students in 3rd, 4th, and 5th grades are making gains. In Spring 2015, 35.4% of all students in grades 3, 4, & 5 were proficient in math. In Spring 2016, 42.6% of all students in grades 3, 4, & 5 were proficient in math. Willow Woods students performed better than the State, District, and County averages. When we examine the rough cohort in 4th grade, there is a 12.3% change in achievement. The 5th grade cohort shows a 4.3% change in proficiency. Our Economically Disadvantages subgroup had a 29.7% proficiency rate in Spring 2016. Our Special Ed subgroup had a troubling 0% proficiency rate in Spring 2016. Our Limited English subgroup had a 23.2% proficiency rate in Spring 2016.

Data from Fall 2016-Spring 2017 from NWEA results show that students in grades 1-5 performed slightly below the expected National RIT average for the end of the year. However, students at Willow Woods in grades 1-5 did show gains from their fall to spring mean RIT score in math. Areas of strong performance include: Operations and Algebraic Thinking in 1st grade from fall to spring and 2nd grade in the fall; and SY 2017-2018

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Numbers and Operations in 5th grade in the spring. Areas of concern include: Geometry in 1st grade in the fall and 2nd grade in the fall.

### Reading:

Data from Spring 2015-Spring 2016 from MSTEP results showed that all students in 3rd, 4th, and 5th grades are making gains. In Spring 2015, 39% of all students in grades 3, 4, & 5 were proficient in ELA. In Spring 2016, 44.7% of all students in grades 3, 4, & 5 were proficient in ELA. Willow Woods students performed better than the State, District, and County averages. When we examine the rough cohort in 4th grade, there is a 25% change in achievement. The 5th grade cohort shows a 29.4% change in proficiency. Our Economically Disadvantages subgroup had a 30.4% proficiency rate in Spring 2016. Our Special Ed subgroup had a troubling 7.7% proficiency rate in Spring 2016. Our Limited English subgroup had a 15.9% proficiency rate in Spring 2016.

Data from Fall 2016-Spring 2017 from NWEA results show that students in grades 1-5 performed slightly below the expected National RIT average for the end of the year. However, students at Willow Woods in grades 1-5 did show gains from their fall to spring mean RIT score in Language Arts - Reading. In addition, performance by students in grade 1-5 as indicated by the mean score in all goal areas increased from fall to spring. There were no particular areas of strength or concern.

### Language:

Data from Fall 2016-Spring 2017 from NWEA results show that students in grades 1-5 performed slightly below the expected National RIT average for the end of the year. However, students at Willow Woods in grades 1-5 did show gains from their fall to spring mean RIT score in Language Arts - Language. In addition, performance by students in grade 1-5 as indicated by the mean score in all goal areas increased from fall to spring. There were no particular areas of strength or concern.

DRA scores from Fall 2015 and Spring 2016 are as follows:

Kindergarten

Fall-Spring

Below level: 70%-20%

At level: 5%-40%

Above level: 25%-40%

Kindergarten decreased the number of students below grade level by 50%, increased the number of students at grade level by 35%, and increased the number of students above grade level by 15%.

Grade 1

Fall-Spring

Below level: 48%-30%

At level: 30%-17%

Above level: 22%-53%

Grade 1 decreased the number of students below grade level by 18%, decreased the number of students at grade level by 13%, and increased the number of students above grade level by 31%.

Grade 2

Fall-Spring

Below level: 54%-47%

At level: 23%-29%

Above level: 23%-23%

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Grade 2 increased the number of students below grade level by 7%, increased the number of students at grade level by 6%, and the number of students above grade level stayed the same.

### Grade 3

Fall

Below level: 36%-34%

At level: 38%-21%

Above level: 26%-45%

Grade 3 decreased the number of students below grade level by 2%, decreased the number of students at grade level by 17%, and increased the number of students above grade level by 19%.

### Grade 4

Fall-Spring

Below level: 54%-25%

At level: 28%-39%

Above level: 17%-36%

Grade 4 decreased the number of students below grade level by 29%, increased the number of students at grade level by 11%, and increased the number of students above grade level by 19%.

### Grade 5

Fall-Spring

Below level: 35%-34%

At level: 26%-21%

Above level: 39%-45%

Grade 5 decreased the number of students below grade level by 1%, decreased the number of students at grade level by 5%, and increased the number of students above grade level by 6%.

### Science:

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

### Social Studies:

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

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### PROCESS

In the 2014-2015 school year, staff completed the annual AdvancEd Interim Self Assessment. Teaching and Assessing for Learning is an area in need of improvement (with a score of 2.75). The Willow Woods staff utilizes classroom assessment data for tracking achievement. However, the staff needs more training on analyzing data as well as changing instruction based on data. Purpose and Direction and Governance and Leadership are the highest ranked areas (with scores of 3).

In the 2015-2016 school year, the staff again completed the annual AdvancEd Interim Self Assessment. The Report Summary showed Using Results for Continuous Improvement as an area of need with a score of 2.8. During the school year, PLC time was directed by the district thus our time for analyzing data was limited. Perhaps once remaining staff members are ILC trained, the staff will feel more competent with the evaluation, interpretation, and use of data. Teaching and Assessing for Learning, which was identified as the lowest area last year, is now the highest ranked area with a score of 3.08.

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

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

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

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

The state also gave feedback requiring change.

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

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

### PERCEPTIONS

Students, parents, and staff responded to surveys concerning their perceptions of Willow Woods. The following information was concluded from the survey data:

80% of Willow Woods students (grades K-5) completed the online school survey during class time in the computer lab. Providing a safe

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

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

78% of the Willow Woods staff completed the teacher survey. Overall, the staff feels that we have strong leadership, respect one another and work collaboratively. Many staff members are new to the school this year as there have been many district transfers, however strong leadership is an area of increasing satisfaction with 100% of staff surveyed agreeing or strongly agreeing with this statement. One of the main concerns of overall satisfaction is the amount of support that the at-risk students receive. Close to 85% of staff surveyed agree that they receive adequate support. There are no trends towards decreasing teacher satisfaction. About 60% of the staff surveyed do not feel that the amount of support for the at risk and EL students is sufficient enough to match the increase in number of these students. They also feel that the demands on Special Education and EL students have increased, and the support is insufficient.

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

### DEMOGRAPHICS

Over the last five years, our student enrollment has been fluctuating. From 2011-2016, the enrollment for Willow Woods increased from 351 students to 477 students. The enrollment dropped off considerably by almost 60 pupils to 422 students in the 2016-17 school year. Although

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there is no concrete data on this shift, we can attribute some of the drop in the student body to population shift out of our school boundaries, school of choice preference and also the fact that we were on the priority school list for the past 2 years.

Over the last five years, the English Learner (EL) population has also fluctuated. In 2011-12, Willow Woods had 51 EL students. In 2012-13, we had 92 EL students. In 2013-14, we had 124 EL students. In 2014-15 school year, we had 143 EL students. In 2015-16 we had 195 EL students. For the 2016-17 school year, our EL population dropped by 10 students to 185. That, however, shows an actual per capita increase of 3% from 41% in 2015-16 to 44% in 2016-17.

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

Over the last five years, the unexcused absences have been decreasing overall. In 2011-12, Willow Woods had 462 unexcused absences. In 2012-13, there were 779 unexcused absences. In 2013-14, there were 495 unexcused absences. In 2015-16 school year, there were 581 unexcused absences. During the 2016-17 school year, unexcused absences decreased to 308 occurrences for 124 students, accounting for 29% of the school population. The data for 2014-15 was inaccurate, and needed to be expunged from the report.

Over the last five years, the tardies have varied slightly. In 2011-12, Willow Woods had 1,773 tardies. In 2012-13, we had 1,702 tardies. In 2013-14, we had 2,286 tardies. In 2014-15, we had 1,652 tardies. In 2015-16, we had 1,662 tardies. According to PowerSchool data for 2016-17, tardies have dropped to 1086 for 224 students, or 53% of the population of the school.

### CONCLUSIONS

During the 2016-2017 school year, the staff at Willow Woods has continued to focus on 3 Big Ideas: 1) Implement research-based Tier I instructional practices, which support a rigorous and aligned curriculum, 2) Structure time to allow for collaborative teaching and learning, 3) Create a purposeful school community. Cohort data and subgroup data, as well as rising numbers of EL students, demonstrated a need for tiered instruction. Our Tier I classroom instruction is guided by our math and ELA implementation guides. Teachers needed a time to collaborate in order to best teach all students. Staff regularly participate in weekly common prep meetings, monthly grade level meetings, and monthly MTSS meetings to examine data that will guide instruction. Staff felt that building a purposeful school community will help all students, parents, and staff. Our PBIS program continued its implementation adding monthly STAR Students, and using common language and signage in classrooms. All staff committed to using Class Dojo to communicate with parents. Willow Woods staff will continue to focus on such initiatives as Multi-Tiered Support System (MTSS), Data Protocol, and the First 100 Days guide created by the leverage team.

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

For the 2017-2018 school year, staff will continue to follow the math and ELA implementation guides with fidelity. The MTSS process will continue to be refined in order to better service our students and their needs. Staff will use data received from the SEC survey to identify power standards in the area of ELA in Reading. Teachers will continue to focus literacy instruction on non-fiction texts to support science and social studies curriculums, and to help better prepare the students for the MSTEP. Even though NWEA data scores improved from fall to spring, scores still fall below the National RIT scores. Staff will continue to use the Data Protocol at monthly grade level meetings, monthly MTSS meetings, and weekly common prep meetings to focus on strategies that have the most impact on propelling the students forward in their achievement.

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

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

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

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

Our goal for the last three years was focused on raising achievement in math. Our scores on state assessments have shown that we have improved. Next year, our focus expands on improving reading and writing in all content areas. Given the specific needs of our increasing EL and ED students, they need extensive intervention in academic vocabulary development and oral language with additional support Title I and Language Acquisition staff. Providing these interventions to all students, with additional opportunities for our EL and ED students, will increase student achievement across the board. These additional opportunities will be provided during individualized and small group Tier I and Tier II instruction in the classroom. Support will also be provided to staff for guided reading instruction and interventions by an Early Literacy Consultant provided through an Early Literacy Grant. As per the Third Grade Reading Law, students who fall a full year behind in reading by the third grade will receive an Individual Reading Plan. Additional Tier II and Tier III supplemental instruction will be provided by our Title I, Language Acquisition staff, and Resource Room.

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

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

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

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

A Math Implementation Guide was developed collaboratively by the staff during the 2015-2016 school year to be implemented in the 2016-2017 school year. During 2016-2017, one focus of grade level meetings was to progress monitor the components of quality instruction. The components include: Fluency, Warm-up, Direct Instruction, Guided Math, and Check for Understanding. The purpose of the progress monitoring was to ensure full implementation of the math implementation guide in all classrooms.

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

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

Instructional Learning Cycle (ILC): The ILC process is a defined structure that promotes collaboration and collective responsibility within a teacher team by setting up structures for short term cycles of improvement. Upon review of state and local assessments, Reform and Redesign and School Improvement Plans, as well as additional factors uncovered during Data Dialogues, teacher teams determine a focus for each short term Instructional Learning Cycle. These short cycles of improvement are meant to last 2 to 4 weeks and are guided by a teacher team identifying a measurable objective aligned to state standards and determining an instructional strategy for implementation during a specific round of the ILC. Through this process, those staff members worked collaboratively to analyze data to determine their students' area of need, and then go back and reteach any areas where the students did not achieve an 80% or higher. In the 2015-2016 school year, Kindergarten and third grade teachers received training on the ILC process - also in the area of math. In the 2016-2017 school year, the remainder of staff was trained in the ILC process upon approval of the district. Our goal for next year, 2017-2018, is to bring the



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ILC process into the ELA Implementation Guide.

A team, including representatives from Kindergarten, 2nd, 3rd, and 5th grades, was formed to complete a series of professional development days called Leverage Professional Learning for Priority Schools. The leverage team has created the PLC implementation guide which will be introduced and implemented to ensure consistency throughout all meeting types (PLC, MTSS, monthly grade level meetings, weekly grade level common preps, etc.)

Surveys of Enacted Curriculum (SEC): The SEC is a Web-based tool that provides K-12 Mathematics, Science, English Language Arts, and Social Studies teachers with consistent data, both on current instructional practices and the content actually being taught in their classrooms. Survey results are presented in clear and accessible charts and graphs to facilitate data analysis and discussion. The SEC's comprehensive data analysis and reporting tools help district and building level teams to align classroom instruction with state standards, analyze instructional practices and teacher preparation to develop a needs assessment, and plan and evaluate professional learning. At the end of the 2014-2015 school year, each teacher took the Math survey individually for the first time. The resulting data, reported online, provided an objective method for teachers to analyze the degree of alignment between current instruction and state standards and assessments. Increasing student achievement in Math is a building goal and therefore was the focus data. Teachers used the survey as a means to identify grade level power standards. During the 2-16-2017 school year, math power standards were identified and fully unpacked. In May 2017, staff took the ELA portion of the SEC and will use those results next year to identify standards in ELA.

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

### Reading

Differentiated Instruction/Guided Reading: Using a Balanced Literacy approach (phonemic awareness, phonics, fluency, vocabulary development, and comprehension), teachers continue to provide instruction at students' individual levels through guided reading using the resources of the Literacy Library. 80% of the instruction will be based on non-fiction text with a focus on the Science and Social Studies units. The CAFÉ system (comprehension, accuracy, fluency, and extending vocabulary) is used to further meet the needs of all students, and it occurs daily for a 90 minute reading block. In addition to the 90 minute literacy block, intervention time (Tier 2 Intervention) is scheduled, and put in lesson plans, for students requiring an additional dose of instruction based on student's skill deficiencies.

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

### Writing

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

Researched-Based Tier I Writing Strategies: Writing Pathways and Thinking Maps: During the 2016-2017 school year, staff received training on the Writing Pathways program, adopted by the district, which is directly correlated with the Lucy Calkins writing program already in place. Additionally, students will use MAISA writing units to further incorporate the Common Core expectations. Graphic organizers are an integral part of this program; Thinking Map training coincided with the implementation of Writing Pathways. During 2016-2017, district staff provided the training for both Thinking Maps and Writing Pathways. Through modeling and peer coaching, staff will work together to embed the Writing

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Pathways and Thinking Maps resources and practices into their everyday teaching. Staff will collaborate about the implementation of the strategies during grade level meetings and during on-going professional development.

In 2016-2017, teachers met with ELL staff during monthly MTSS prep times to incorporate the MPI model into their writing instruction of both fiction and non-fiction pieces.

### Math

Differentiated Instruction/Balanced Math: Teachers will continue to differentiate math instruction daily during a 90 minute math block and provide Tier II interventions for the students performing below an 80%. Teachers utilize the Math Strategy Implementation Guide to create a balanced math instruction. The components include: Fluency/Number Talks, Warm Up, Direct Instruction, Guided Math Groups, Check for Understanding. Teachers will continue implementing MPI model during lesson planning. During grade level meetings in the 2016-2017 school year, teachers evaluated the elements of quality math instruction to ensure full implementation.

### Science

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

### Social Studies

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

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

All trained instructional staff at Willow Woods implement the nine strategies from McREL Publishing's Classroom Instruction That Works (2012) (CITW9) to improve and increase the quality and the quantity of classroom instruction.

### Reading

Differentiated Instruction/Guided Reading: Using a Balanced Literacy approach (phonemic awareness, phonics, fluency, vocabulary development, and comprehension), teachers continue to provide instruction at students' individual levels through guided reading using the resources of the Literacy Library. 80% of the instruction will be based on non-fiction text with a focus on the Science and Social Studies units. The CAFÉ system (comprehension, accuracy, fluency, and extending vocabulary) is used to further meet the needs of all students, and it occurs daily for a 90 minute reading block. In addition to the 90 minute literacy block, intervention time (Tier 2 Intervention) is scheduled, and put in lesson plans, for students requiring an additional dose of instruction based on student's skill deficiencies.

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

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

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

### Writing

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

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

In 2016-2017, teachers met with ELL staff during monthly MTSS prep times to incorporate the MPI model into their writing instruction of both fiction and non-fiction pieces. Also during this school year, Kindergarten and 3rd grades met with the ELA CITS consultant to incorporate Writing Pathways rubrics and checklists into current writing instructional practices. In 2017-2018, we will identify grade level standards for writing.

### Math

#### Differentiated Instruction/Balanced Math

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

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

### Science

Teachers use mentor texts throughout all units taught and have supplemented with more Informational Text in order to teach informational text features. Instructional staff also use the Battle Creek Science Kits to give students an inquiry approach to learning three different areas

of science throughout the year. Students engage in hands-on learning to observe, question and discover each different science unit. Marzano's six-step process for Building Academic Vocabulary is used by instructional staff to support and enhance curriculum by gaining higher depth of knowledge through content and vocabulary acquisition. This is implemented through Guiding Reading, while teachers work with small groups of students to access deeper knowledge through vocabulary and literacy instruction. Instruction will be reinforced through the use of Thinking Maps and other graphic, advanced organizers.

### Social Studies

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

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

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

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

Throughout the course of a school year, students are given state, district and classroom assessments to identify the needs of the students, identify the areas of strengths and weaknesses and monitor the growth of individual students. The state MSTEP assessment is given to 3rd, 4th and 5th graders each spring. These results are used to determine the greatest areas of need on a school level and individual student basis. The district also mandates the NWEA assessment to be given during an identified time during the fall and spring. This assessment gives the students RIT scores and clearly shows areas of strengths and weaknesses for individual students. These results guide instructional decisions within the Tiers of instruction in the classroom and intervention. It also shows the growth made with these interventions and whether they were effective. The DRA 2 is administered three times a year for kindergarten through 2nd grade and twice a year for 3rd through 5th grades. These scores help teachers identify skills that can be targeted in Tier II instruction and also helps teachers and staff monitor students to make sure appropriate growth is being made. In addition, our English Language Learner population participates in the WIDA test, which is given in the spring to determine their English language level in the domains of reading, writing, speaking and listening to identify appropriate supports to promote accelerated growth with the English language. Based on the scores from these assessments, we are able to identify the most at risk students and provide appropriate interventions. Ongoing progress monitoring is done by classroom teachers, using grade level and district assessments, in the areas of reading, phonics, math, science, writing and social studies. This data helps the teachers differentiate instruction and allows for informed decisions when deciding which interventions best fit the students. Additional progress monitoring assessments will be administered both by the classroom teachers and intervention staff, for the most at risk students so that semester MTSS meetings can be held with the MTSS team, which includes the grade level team teachers,

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intervention staff, administrator and special education team. This discussion allows us to determine the effectiveness of the interventions being done and adjust them as needed. Goals can be set using the ongoing progress monitoring data. The intervention team analyzes data and ranks the students to find those who are most at risk. 3 data points such as state and district assessments, DRA2 data, and observations are used. Flexible groups of students are created by grade level for interventions five times a week for 40 minutes. During intervention, Tier III support is given in the area of English Language Arts. Direct instruction is given to increase skills in phonics, fluency, decoding and comprehension. Ongoing progress monitoring during Tier II instruction in the classroom and Tier III support allows the team to collect data to determine whether interventions are successful. Students not making appropriate gains are discussed during the MTSS meetings and action plans are created to determine if an extra level of instructional support is needed. Additionally, students whose progress has met the desired individual goals set or achieved appropriate proficiency levels are exited from additional assistance. These students, however, continue to be monitored as they are moved to the watch list.

### Reading

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

Tier III students receive additional daily reading and writing support based on NWEA, DRA2 data, and MSTEP scores. Title I funding provides a full time Title I teacher along with a EL teacher and aide funded through Title III, to assist with reading and writing support. Additionally, we currently have a .5 EL specialist to help coach the classroom teachers with supports to use with our English Language population in Tier I and II. During intervention pull-out reading groups, students practice oral language skills, fluency building and comprehension strategies which help them with concepts taught in the classroom. They are also given remedial instruction and assistance with the English language.

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

### Writing

At the end of the 2016-2017 school year, power standards were identified per grade level. In the 2017-2018 school year, an Implementation Guide will be developed with critical components and their gold standards, as well as acceptable alternatives. The use of the 8 Thinking Maps has been introduced into the classroom to help the students with the writing process. It encourages brainstorming, collecting and organizing ideas and using this information to write a cohesive piece of writing. The MAISA writing units and the Benchmark writing units are

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provided on our district online teacher resource database, and guide the introduction and pacing of different genres of writing.

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

### Math

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

### Science

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

### Social Studies

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

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

Throughout the course of a school year, students are given many different state, district and classroom assessments. Student data is monitored throughout the year during the PLC process, grade-level meetings, and school improvement meetings. The building administrator, Title I staff, special education, and general education staff examine a variety of student-level data. From data Director, reports are available which contain MSTEP, NWEA, interim NWEA, DRA, and common assessment data. This is supplemented with classroom grades accessible through Power School. Three of the main assessments we do are progress monitoring assessments (that occur 2-3 times a year). Students 1-5 take the NWEA test and all student K-5 DRA2 assessments. In addition, our English Language Learner population participates in the WIDA test, which is given at the beginning and end of the school year to show growth over time. Based on the scores from these assessments, we are able to identify the bottom 30% of students who have difficulty mastering the State's academic achievement standards in reading, writing, math, science, and social studies. Further progress monitoring for math will be utilized through the use of grade level

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common assessments each fall, winter, and spring. Additional progress monitoring assessments will be administered for math to the students identified as the bottom 30% every six to eight weeks to manage and document growth. Starting in the 2017-2018 school year, teachers will utilize Individual Reading Plans to support students who start the year one full grade level behind. Students enter and exit the bottom 30%, as well as any other additional qualified services, based on the assessment scores from DRA2, NWEA, and WIDA, and other progress monitoring tools used. Additionally, students whose progress has met the desired individual goals set or achieved appropriate proficiency levels are exited from additional assistance. These students, however, continue to be monitored. All grade level teachers meet for 80 minutes weekly through grade level collaboration time.

### Component 3: Instruction by Highly Qualified Staff

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

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



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

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

For the 2016-2017 school year, Willow Woods did not have any new classroom teachers join the staff. However, there was 1 teacher who bid out to go to middle school and another teacher who was surplus due to enrollment.

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

Teaching experience at Willow Woods ranges from 3 years to 53 years. Below is a break down of the staff:

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

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

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

Initiatives that the district and school implement are:

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

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

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

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

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

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

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

## Component 5: High Quality and Ongoing Professional Development

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

Having been in Priority Status for the last 3 years, the focus has been on district and county provided professional development on research based strategies that have the most impact on student achievement. During the 2016-2017 school year, the remaining staff received ILC training and CITW professional development. Our full staff was trained this year on using Thinking Maps across the content areas. In addition, there was a cross-section of teachers who received Leverage training. In the 2017-2018 school year, we will continue to implement and hone those research based strategies and instructional practices.

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

During the 2016-2017 school year, a cross-section of teachers took part in Leverage training. Out of their work with this training, they developed a PLC Implementation Guide and a 100-day plan to started and followed to ensure consistency across the classrooms. In the 2015-2016 school year, staff took the SEC survey to identify core math concepts to help develop a series of math power standards. In the spring of 2017, staff took the SEC survey for ELA to help identify core concepts in order to develop ELA power standards.

Label	Assurance	Response	Comment	Attachment
	3. The school's Professional Learning Plan is complete.	Yes		

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

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

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

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

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

Next year, Coffee Hour meetings will be renamed to Parents as Partners, and will be offered during the school day as well as in the evening in connection with PTCO meetings. This is in attempt to encourage more parental participation in these meetings.

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

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Kindergarten Transition activities and school start-up events.

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

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

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

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

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

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

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

The District webpage provides a section of information on the new M-Step test and preparation material for parents to access; "Parent Portal" information (parent log-in to check student attendance, overall grades, and class grade progress); grade level curriculum support websites.

The District provides the parents a Parent Handbook to help understand the State Common Core language that is used on the report cards that are passed out by classroom teachers and discussed at fall conferences. At the building level, we have Title I Fall and Spring Parent nights to discuss the Parent Compact and Parent Involvement Plan. During the Meet the Teacher Night and Parent and Teacher conferences, teachers discuss the curriculum, progress and requirements in the classroom. Our principal attaches an explanation note to the NWEA scores when these are sent home. The school has a monthly newsletter that shares on-going information on programs and services. The School Parent Handbook, and building website include information on upcoming events.

2. Provide materials and training for parents.

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

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

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

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

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

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

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

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

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

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

### 6. Provide other reasonable support as requested

To provide parental support, staff regularly makes accommodations. Parent teacher conferences are scheduled using sign up sheets to provide flexibility, including before and after school, and during prep periods to accommodate parent schedules.

A monthly Coffee Hour has been created for our parents and translated in Arabic for our non- English families to provide a comfort level for

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

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

Language Acquisition Teachers and Title I teachers are present during special meetings and the monthly Parent Coffee Hour.

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

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

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

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

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

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

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

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

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

Using examples from other local schools in the area, we created our school-parent compact and shared it with our parent focus group to get feedback and suggestions about what we can do in the future to improve parent, student and teacher compliance of this plan. This document outlined the academic and behavioral expectations from parents, students and teachers alike. These were passed out to parents at Meet the

## School Improvement Plan

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Teacher Night. After being read and signed by the parent, student and teacher, these compacts were then returned to the office, and filed for future reference and to be reviewed again during parent teacher conferences. Each year, the School-Parent Compact is reviewed, including the Title I staff, for any changes that may need to be made.

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

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

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

N/A

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

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

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

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

In order to communicate with parents in a language they understand teachers and principal(s) are available to explain assessment results at conferences, or through email/phone conversations. This information is also shared with parents during PTCO meetings, conferences, and Meet the Teacher Night. The district webpage also displays videos and Powerpoints explaining assessment results. The Office of Curriculum and Instruction presents all assessment results to parents and the community at televised Board of Education meetings. Bilingual interpreters, our Family Resource Assistant, and interpreters for the hearing impaired are available to assist with translation needs.



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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Tier III students, as determined as the most at risk students in the area of English Language Arts, based on the described assessments, receive additional daily reading and writing support based on NWEA, DRA2 data, and MSTEP scores. Title I funding provides a full time Title I teacher along with an EL teacher and aide funded through Title III, to assist with reading and writing support. Additionally, we currently have a .5 EL specialist to help coach the classroom teachers with supports to use with our English Language population in Tier I and II. During intervention pull-out reading groups, students practice oral language skills, fluency building and comprehension strategies which help them with concepts taught in the classroom. They are also given remedial instruction and assistance with the English language.

Currently, a district Early Literacy Specialist is coaching teachers in grades kindergarten through third grade to support the Tier II interventions provided in the area of ELA. She is supporting teachers by administering basic reading skills assessments to all students and

helping create flexible groups for Tier II instruction to hone in on specific target skills to increase the reading fluency of these students.

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

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

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

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

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

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

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

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

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

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

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

#### 1. Comprehensive Needs Assessment:

General Fund -

- Professional Learning Community meetings; SIP Team meetings;

#### 2. Schoolwide Reform Strategies:

General Fund -

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

Title I A -

- Specific Title I strategies for the building

#### 3. Highly Qualified Staff: and

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

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### General Fund -

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

### 5. Professional Development:

#### General Fund -

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

#### General Fund and Title II -

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

#### Title II -

- PLC and School Improvement Training
- Visits by content specialists

#### Title III

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

#### Title I -

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

### 6. Parental Involvement:

#### General Fund -

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



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

Title I -

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

Volunteer/Community Services -

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

7. Preschool Transition:

Title I, IDEA, General Fund -

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

GSRP -

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

8. Assessment Decisions:

General Fund -

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

9. Timely & Additional Assistance:

Title I, Title III, General Fund -

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

General Fund -

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- Genessee ISD Program GEN NET

General Fund, IDEA -

- Resource Room Teachers

- Teacher Consultants

General Fund, Sec. 107/WIA Core Grants -

- Adult ESL Program

- HS WIA Mentoring Program at WMHS and SHHS

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

Title I, General Fund -

- Administrator of State and Federal Programs

- Central Office Administrators

- Building Staff

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

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

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

Headstart and GSRP - coordinates preschool transition to kindergarten;

Violence Prevention - Anti-bullying prevention;

Homeless Services - assistance offered through WCS Student Affairs

## **Evaluation:**

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

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

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

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

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

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

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

Students' progress is monitored through the use of Data Director, where achievement data (M-STEP, NWEA, District and Building Common Assessments and DRA2) is housed and can be accessed. All of the students' beginning of the year and end of the year data is used together to analyze individual growth. Subgroups are created and the bottom 30% of students are identified. Students are benchmarked at the SY 2017-2018

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

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

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



# **Transformation Redesign Diagnostic**

**Willow Woods Elementary School**

**Warren Consolidated Schools**

Mrs. Vera Ivezaj, Principal  
11001 Daniel Dr  
Sterling Heights, MI 48312-3536

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## **Introduction**

The Transformation Model addresses four specific areas: 1) developing teacher and school leader effectiveness; 2) implementing comprehensive instructional reform strategies; 3) extending learning and teacher planning time and creating community-oriented schools; and 4) providing operating flexibility and sustained support. Overall, you will write a reform/redesign plan to address eleven separate requirements. The reform/redesign plan should be developed for implementation through the 2015-16 school year.

**PART A: REFORM TEAM PERSONNEL**

**Please list the individuals involved in the development of this reform/redesign plan. Use a separate line to list each individual, and include name, title or role, and email contact information.**

Jennifer Watkins, Principal, jwatkins@wcskids.net

Pam Schilkey, Teacher, pschilkey@wcskids.net

Dawn Jenkins, Teacher, djenkins@wcskids.net

Martina Hilgendorf, Teacher, mhilgendorf@wcskids.net

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Dr. Marianne Ochalek, Executive Director of School Improvement, ochalek@wcskids.net



## **PART B: TEACHING AND LEARNING PRIORITIES**

**State two or three “big ideas” for your reform/redesign plan that are intended to change teaching and learning in ways that promote student growth in your school.**

After several conversations during data digs, reviewing student work, administrator walk-throughs and staff reflection, the staff began to identify and prioritize the underlying causes of low student performance. The underlying causes include:

- Tier I instructional strategies not implemented with fidelity;
- Insufficient instructional time dedicated to math;
- Curriculum not being taught with conformity;
- Insufficient time on data review to inform instruction and collaborative time for the purpose of data digs;
- Inconsistent professional development which aligns with district and school focus;
- Lack of a purposeful community.

Several big ideas were discussed by the staff and finally, three ideas were chosen:

Big Idea #1: Implement research based Tier I instructional practices, which support a rigorous and aligned curriculum.

Big idea #2: Structure time to allow for collaborative teaching and learning.

Big Idea #3: Create a purposeful School Community

**State what data were used to identify these ideas**

The Data Leadership Team (DLT) led several Data Dialogues with the staff. To begin this process, norms were set, and predictions about what the data would show, were made. The dialogues included several sets of achievement data such as MEAP (demographic, growth, cohort, and subgroups), DRA, WIDA, and Iowa. Additionally, the staff reviewed demographic, perception, and process data.

## PART C: DEVELOP/INCREASE SCHOOL LEADERSHIP AND TEACHER EFFECTIVENESS

**Requirement #1: Replace the Principal and increase leadership capacity at the school.**

**Indicator 1A: In your response, describe how the district has taken on of the following actions: (a) a new principal has been hired that meets all five turnaround competencies, (b) the current principal meets all five turnaround competencies, and (c) a principal with turnaround competencies will be hired before the end of the planning year. \*Note: (a) and (c) are the only options if you plan to apply for a School Improvement Grant.**

**Indicator 1B: Describe how the district will increase leadership capacity. Ensure that this plan addresses at least one of the big ideas around which this plan is developed.**

Ms. Watkins was hired at the start of the 2014-15 school year to lead Willow Woods Elementary School. She is a veteran principal of twelve years leading her former school, Jefferson Elementary to Reward Status in 2012 and previously Blue Ribbon status in 2003. On the 2013 MEAP, the English Learner students at Jefferson out-performed the District and State averages in Writing. One of her strengths is the ability to build teacher and parent capacity through the expectation of continuous professional learning, and increased school leadership roles. Ms. Watkins leads with passion and purpose, has increased student achievement, and created a positive climate and culture during her tenure at Jefferson.

She meets the five turnaround competencies as evidenced by:

1. Identify and Focus on early wins and big payoffs

- Developed leadership capacity within the teaching staff by providing professional learning opportunities, which include the MISD Teacher Leader program, Balanced Leadership, Classroom Instruction that Works (CITW) and CITW Digging Deeper.
- Early adopter and implementer of Tier I instructional strategies such as Classroom Instruction that Works, Sheltered Instruction Observation Protocol, Guided Reading K-5, Guided Math, Flexible Math Grouping and Step-Up to Writing.
- Early adopter and implementer of Tier II program: MTSS process, Corrective Reading, and Oral Language.
- Early adopter and implementer of school-wide progress monitoring with the use of Easy CBM
- Engages parents through timely, informative meetings and communications

2. Break organizational norms

- Community partnership with St. Joseph's Chaldean Church
- Intentional visibility
- Daily walk-throughs
- Teacher Rounds
- Development of teacher leaders through intentional professional learning opportunities and the School Improvement Process
- Increased shared monitoring of SIP plan's implementation
- Focused professional learning to be job-embedded

3. Act quickly in a fast cycle

- Defined non-negotiables for curriculum and maximizing instructional time
- Provided staff opportunity for input on organizational changes through meetings and a building survey
- Prioritized professional learning opportunities

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- Redistribution of Instructional Time
  - Create a purposeful community through various parent meetings; including visits from Fr. Rudy from St. Joseph's Chaldean Church. Fr. Rudy serves as community liaison for the Chaldean community in our area.
4. Collect and analyze data
- Provide staff the time and process to analyze data and make instructional decisions
  - Provide staff the time and knowledge to collaboratively review student work
  - Provide parents the time, process and knowledge to understand and review student data
5. Galvanize staff around big ideas
- Increased communication processes for expression of ideas to build shared vision of achievement for all students
  - Begin each staff meeting with a data dig for increased staff focus
  - Meet with teams, monthly, to review big ideas and progress
  - Data, Big Ideas and Key Instructional Strategies are posted in the Staff Lounge, Conference Room and School Lobby

The district will increase Ms. Watkins' leadership capacity by providing her the following resources and supports:

Professional learning opportunities: bi-weekly leadership coaching by Intervention Specialist/or Macomb Intermediate School Improvement (MISD) Facilitator to strengthen principal turnaround competencies; monthly MISD Principals' Series; MISD professional conferences/workshops that support the implementation of the school's big ideas (2013-14 focus: CITW; 2014-15 focus: CITW follow up/Total Participation Techniques; 12 Touchstones of Good Teaching); monthly Office of Curriculum (OCI)-HR teacher evaluation and walk through professional learning meetings; monthly district principals' PLC meetings and quarterly Superintendent's Administrative Council meetings.

OCI Administrators of Language acquisition/Title III and Title I technical assistance support will be provided on an as needed basis. The district's Human Resources and Business office staff will provide Ms. Watkins with the necessary resources and supports on an as needed basis.

Additional resources provided to Ms. Watkins are: district student data management warehouses, Data Director and Data Manager; district-provided computer tablet; district professional library; professional subscriptions to ASCD and Michigan Reading Association; and membership in MEMSPA.

The district's OCI curriculum and instruction technology specialists (C/ITS) will provide professional learning to Ms. Watkins and teachers to support the alignment of curriculum, instruction and assessment practices to state and national standards in order to reduce instructional variance and development and implementation of a Multi-Tier System of Support (MTSS) process. A C/ITS professional learning schedule based on specific teacher needs will occur at a minimum on a bi-weekly basis.

School improvement team leadership will receive professional learning on the school improvement process, including data analysis and technical assistance in using state-mandated platforms, ex. ASSIST by OCI administrators and Data Analysis and Systems C/ITS.

In-class modeling and coaching, grade-level meetings, PLC meetings, and OCI-building administrative and peer-to-peer walkthroughs are examples of the types of structures in which professional learning will be delivered.

**Requirement #2: Use rigorous, transparent, and equitable evaluation systems for teachers and principals.**

**Indicator 2A: In your response, detail the collaborative process used to create a teacher evaluation plan and explain how the evaluation includes student growth as a significant factor (by 2015-16, at least 50% of teachers' evaluations must be based on student growth). Attach the teacher evaluation and Administrator Evaluation.**

**Indicator 2B: In your response, detail the collaborative process used to create a leader evaluation plan and explain how the evaluation includes student growth as a significant factor (by 2015-16, at least 50% of leaders' evaluations must be based on student growth). Attach the teacher evaluation and administrator evaluation.**

The District uses a Marzano approach to measure quality teaching. Principles of "Classroom Instruction That Works" have been reduced to four domains upon which teachers are evaluated: Content, Understanding, Environment and Support. Classroom walk-throughs incorporate indicators of quality performance through this structure, using a template that asks principals to document evidence of quality teaching in regular classroom rounds.

### Evaluation Process

The district engages staff in a collaborative process in order to create an annual teacher evaluation plan. The evaluation process begins with a collaborative goal-setting conference whereby the teacher works with the principal to develop a personal/professional goal. In addition to the personal goal, the staff and principal establish a building goal based on the school improvement process. Finally, the District establishes a student growth goal to meet the legislated standards of student achievement as criteria for evaluation.

In the evaluation process, the District measures student growth outcomes using IOWA assessment projections. Student growth toward building goals is measured with building-based and state assessments. Finally, teachers establish personal goals tied to student growth through classroom-based assessments such as pre/post-tests, DRA, IOWA, and state assessments. Student growth is considered in the subdomains of content and understanding. The district's instrument includes student growth as a significant factor.

Pursuant to Senate Bill 817

Sec. 1249, 2

Beginning with the 2015-16 school year, the board of a school district....shall ensure that the performance evaluation system for teachers meets all of the following:

- (a) The performance evaluation system shall include at least an annual year-end evaluation for all teachers. An annual year-end evaluation shall meet all of the following:
  - (i) At least 50% of the annual year-end evaluation shall be based on student growth and assessment data. All student growth and assessment data shall be measured using the student growth assessment tool that is required under legislation enacted by the legislature after review of the recommendations contained in the report of the former Michigan Council for educator effectiveness. (SB-0817, As passed Senate, June 12, 2014: Substitute for Senate Bill No. 817)

Principals use a district walk-through protocol that aligns to the evaluation instrument to document performance observations. These walk-throughs take place a minimum of four times per year, over the course of the year. Principals may use summarized or expanded walk-through forms to provide additional detail as needed for new teachers or teachers about whom there may be concerns. Central Office spent a year training principals to use the walk-through forms to develop a common understanding of what he or she is looking for in the classroom. As needed, principals are conducting walk-throughs with other principals to effectively use mentoring in their professional development of evaluative practices.

Teachers are observed formally at least once during the school year unless they are a first year teachers or a teachers rated minimally effective or ineffective the prior year. Principals meet with all teachers mid-year to provide feedback on progress towards goals and their performance. Mid-year evaluations are provided to first-year teachers; teachers rated minimally effective or ineffective the prior year, or who may be on a corrective action IDP with a trajectory of being minimally effective at the end of the year.

A final evaluation is provided at the end of the year that rates each teacher highly effective, effective, minimally effective, or ineffective in

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each of the four subdomains and the goals section. Furthermore, their students' performance, in the form of student growth, on IOWA is included in the student achievement section of the evaluation.

The evaluation tool and process was developed two years ago adhering to the newly legislated requirements. Since then the evaluation process has been reviewed and revised and continues to be periodically reviewed through an on-going feedback process that involves the WEA leadership, the Chief Academic Officer, and the Chief Human Resources Officer. For example, after a series of discussions held during the first year of the evaluation tool's implementation (2013-14), revisions to improve the tool were drafted and approved by the district and union leadership.

Administrator evaluations align with Marzano's approach to Balanced Leadership. The subdomains of the administrator evaluation consider the principal's effectiveness in Managing Change; Focused Leadership; Purposeful Community; Board Policies, Guidelines and Practices; and Student Achievement.

**EVALUATION PROCESS:** The district engages staff in a collaborative process in order to create an annual administrator evaluation plan. Similar to the teacher evaluation process, principals meet with the Chief Academic Officer and Chief Human Resources Officer to establish their performance. These goals align with performance expectations described in the evaluation instrument.

Over the course of the year, principals provide evidence of their leadership and performance related to the subdomain categories. Central Office evaluators track evidence of performance for administrators as well. Principals receive mid-year feedback on performance.

At the end of the year, principals are evaluated as highly effective, effective, minimally effective, or ineffective on each of the subdomains. Student growth achievement is a significant factor in the evaluation as represented in a separate subdomain that receives its own rating based on the IOWA Assessment growth performance of its students and aligns with the growth percentages requirements of the teacher evaluation and legislative requirement, Senate Bill 817 Sec. 1249 (a) (i).

The evaluation tool has been reviewed and revised by the Warren Administrators Association (WAA) leadership, the Chief Academic Officer, and the Chief Human Resources Officer during the past three years. This process continues to be periodically reviewed through on-going feedback meetings that allows for the development of common expectations of performance. In these meetings, administrators provide input into the interpretation and application of these performance categories. For example, after a series of discussions held during the first two years of the evaluation tool's implementation, revisions to improve the tool were drafted and approved by the district and WAA leadership. The administrator evaluation instrument complies with R.S.C. § 380.1249 as amended by Senate Bill 817, July 2014.

**Requirement #3: Identify and reward school leaders, teachers, and other staff members who have increased student achievement. Additionally, the school will remove leaders and staff members who have been given multiple opportunities to improve professional practice and have not increased student achievement.**

**Indicator 3A: In your response, identify the strategies that will be used to identify and reward school leaders, teachers, and other staff members who have increased student achievement. This process must reward educators for positively contributing to increased student achievement and for implementing the instruction program with fidelity (outlined in requirement #6).**

**Indicator 3B: In your response, describe how the school will remove leaders and staff members who have been given multiple opportunities to improve professional practice and have not increased student achievement outcomes, and who have not met criteria based on the teacher evaluation system.**

In priority schools that have successfully raised student achievement to a level that removes them from priority school status, the district will highlight their achievement and honor their work through a ceremony and/or recognition dinner. Teachers, who demonstrate exceptional work in the area of increased student achievement through successfully implementing the instructional program, may be recommended for a "Highly Effective" evaluation rating.

The district evaluation process guides the identification of educators who are not positively contributing to increasing student achievement. Professional learning opportunities will be provided to educators who have been identified as needing additional support. In the event that a teacher's performance is deemed minimally effective, or ineffective, that teacher will be placed on an individual development plan (IDP) at the point in time in which the teacher's poor performance is observed, brought to the attention of the teacher, and left uncorrected. Within the IDP process, if the teacher is unsuccessful in completing the requirements of the IDP, he or she will receive a minimally effective or ineffective rating on his or her final evaluation. Layoffs and terminations, pursuant to legal requirements addressing final evaluation ratings, will be applied. Any teacher whose performance in a priority school is minimally effective or ineffective shall be removed from the school. Placement and staffing for priority schools will be treated differently from that of schools which are not in priority school status. Separate from the district evaluation process, a priority school administrator may exercise his/her authority to surplus a teacher (remove from the building). The reasons include: not actively engaging and applying the reform plan's implementation, and or unable to adjust to the demands of the redesign plan.

**Requirement #4: Provide staff with ongoing, high quality, job-embedded professional development aligned with the school's comprehensive instructional program. This should be designed with school staff to ensure that staff can facilitate effective teaching and learning and have the capacity to successfully implement the school reform strategies.**

**Indicator 4A: In your response, describe the school's plan for professional development. The plan must: (a) reflect the "Big Ideas" (see Part B), (b) offer repeated opportunities with a common focus, (c) be high quality, (d) be job-embedded (e.g. integrated into the work day), (e) align to the instructional program described in requirement #6, and (f) include a process for monitoring the impact of PD on instructional practices.**

Staff will be provided with ongoing, high quality, job-embedded professional development aligned with the schools instructional programming. At the completion of several data dialogues in which staff reviewed various data sets, which included demographic, growth over time, cohort and EL data, three big ideas emerged.

Big Idea #1: Implement research-based Tier I instructional practices, which support a rigorous and aligned curriculum.

Big idea #2: Structure time to allow for collaborative teaching and learning.

Big Idea #3: Create a purposeful school community

The objective of our professional learning is to provide staff with the knowledge and tools to facilitate effective teaching and learning, while building capacity to successfully implement our plan. The plan for professional development and execution was developed with input from school staff, parents, district administrators and staff, and the MISD School Improvement Facilitator.

The structure of our professional development will be continuous and on-going, offered at multiple times through our cohort cycle to ensure that all staff members experience the same training. Monthly PLCs, bi-weekly staff meetings, common grade level meetings, and in-class peer coaching are examples of delivery of professional learning planned for Willow Woods School staff. Beginning in 2014-15, job embedded professional learning facilitated by district curriculum staff will provide instructional coaching and modeling within classrooms to support core subjects. A "talk-model-talk" approach with teams of teachers will be utilized. A weekly schedule of professional learning is in process and to be implemented in October.

Upon the completion of professional learning sessions, all staff members will reflect and outline: how instructional strategies can be implemented into their daily lessons; how the instructional practices will support student data outcomes; and how staff can support their colleagues through peer coaching and modeling. To ensure that instructional strategies are being implemented school-wide, school administration will systematically engage in walk-throughs, monitoring instructional practices and student engagement. In addition, peer lead

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walk-throughs will occur within and across grade levels; collaboration time will be allocated during our PLC meetings to review student data, measuring the effectiveness of their professional learning implementation, and complete district and state monitoring and evaluation tools.

Big Idea #1: Implement research-based Tier I instructional practices, which support a rigorous and aligned curriculum. In order to successfully support all students at Willow Woods, the team collaboratively decided that Tier 1 and 2 strategies be employed in all classrooms.

In 2014-16, the C/ITS and/or MISD consultants will provide all staff professional learning on how to align district curriculum and materials, instructional and assessment practices with the research-based Common Core standards. Staff will also receive professional development during structured grade level meetings. Staff will collaborate about the implementation of the strategies during grade level meetings and during on-going professional development. Funding source: Title IIA, General Fund

McRel's Classroom Instruction that Works (CITW): By June of 2016, all Instructional staff will be trained on CITW after completing three days of district-supported professional development. Several staff completed the training in 2013-14. This year, six staff members will attend the three day training. Staff will begin to implement CITW strategies during the 2014-2015 school year. This Tier I strategy is supported by an extensive research base (Marzano) and has demonstrated that the nine strategies, when used with fidelity, has the largest effect on student achievement. The nine strategies include: setting objectives and providing feedback; reinforcing effort and providing recognition; cooperative learning; cues, questions, and advance organizers; non-linguistic representations; summarizing and note taking; assigning homework and providing practice; identifying similarities and differences and; generating and testing hypotheses. Additionally, during the 2014-2015 school year, the staff will engage in a book study using: Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement, 2nd Edition. Staff will collaborate about the implementation of the strategies during grade level meetings and during on-going professional development.

Sheltered Instruction for Observation Protocol (SIOP): During the winter of 2015, all instructional staff will be trained in another Tier I research-based strategy known as, Sheltered Instruction for Observation Protocol (SIOP). SIOP is designed to support English Learners (EL) gain additional access to the curriculum, however, with the concept of Universal Design, these strategies when employed during instruction, will benefit all students. Given the increasing enrollment of EL students to Willow Woods, the strengthening of the students' oral language skills is needed. A few staff members have been trained on this curricular concept using the work of Lance Gentile, during the 2012-13 school year. The rest of the instructional staff will receive the same training during the 2014-2015 year. Trained staff has already begun to peer coach and share materials with other staff. Staff will collaborate about the implementation of the strategies during grade level meetings and during on-going professional development. Funding source: Title IA/III

Marzano's Building Academic Vocabulary: To complement both CITW and SIOP, all instructional staff will participate in a third Tier I professional development on Robert Marzano's six-step process for Building Academic Vocabulary. This systematic approach to acquiring process and content vocabulary is one of the strategies included in the SIOP model; however, the Willow Woods' staff believes more in depth training is necessary. This training will take place during the spring of 2015. Staff will collaborate about the implementation of the strategies during grade level meetings and during on-going professional development. Funding source: Title IA

Research-based Tier I Writing Strategies: Blueprint for Exceptional Writing and Thinking Maps: Beginning in the fall of the 2015-2016, the staff will begin monthly professional learning on Blueprint for Exceptional Writers (BEW). This research-based writing program provides a structure with multi-sensory strategies for writing instruction to address the needs of a diverse group of learners. Students will be instructed in the use of these strategies across all text structures as they pertain to Common Core writing expectations across the curriculum. The elements of BEW encourage the development of academic vocabulary for students and are closely linked with the SIOP components. Additionally, students will use the MAISA writing units to further incorporate the Common Core expectations. Graphic organizers are an

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integral part of this program; therefore, Thinking Map training will coincide with the implementation of Blueprint. District staff will provide the training for both Thinking Maps and Blueprint. As a follow up to Blueprint, the staff will participate in monthly scoring clinics to insure staff is using a consistent rubric for assessment. Through modeling and peer coaching, staff will work together to embed the Blueprint and Thinking Maps resources and practices into their everyday teaching. Staff will collaborate about the implementation of the strategies during grade level meetings and during on-going professional development. Funding source: Title IIA, Title IA

**Student Discourse and Engagement:** To integrate the variety of professional learning into staff's instructional practices and strategies, in 2014-2016, staff will participate in a school-wide professional learning book study using Himmele & Himmele's Total Participation Techniques: Making Every Student an Active Learner.

**Instructional Learning Cycle (ILC):** Starting in January 2015, six teachers will begin to learn the process of the Instructional Learning Cycle. Through this process, staff members will work collaboratively to analyze data and create Power Standards for their students. Additionally, the process will help to ensure the students are learning the standards with a depth of knowledge that will meet the benchmarks of the Common Core assessments. Staff will collaborate about the implementation of the process during grade level meetings and during on-going professional development Funding source: Title IA

**Surveys of Enacted Curriculum (SEC):** In spring of 2015, through the use of Surveys of Enacted Curriculum (SEC), a web-based tool, teachers will complete the survey identifying the content and instructional strategies currently being used within their classrooms. The results will allow teachers to align curriculum with the Common Core and provide a structure for collaborative teaching and learning discussions. Additionally, SEC data will give teachers an avenue to evaluate the depth of knowledge being addressed on Willow's Power Standards. The survey will be completed a second time in spring of 2016-18. This will help staff reflect on changes needed to instruction and practices. Funding source: Title IA

**Big idea #2:** Structure time to allow for collaborative teaching and learning.

**Teacher Rounds:** During the 2015-2016 school year, staff will begin to participate in Teacher Rounds. The process has been developed by Troen, V. & Boles, K.C. The Power of Teacher Rounds; A Guide for Facilitators, Principals, & Department chairs. The Rounds group identifies the problem of practice, and the facilitator prepares the host teacher of the practice in mind. Next, the Rounds group observes the host teacher's class, debrief on the observation, and discuss how practice might be strengthened. Finally, the group shares a record of the practice. All staff will learn to become observers in the classrooms of their colleagues for the purpose of creating a trusting and reflective teaching community. The staff will primarily be observing student engagement and the use of school-wide common strategies. Additionally, staff will have time each month to reflect, share and analyze data. Funding source: General Fund-Building SIP Account

**Student Work Analysis Protocol:** During the winter of 2015, staff will begin to participate in professional learning which will provide a process and structure for staff to review student work and collaborate on action needed. Engaging in a collaborative process of looking at student work allows a group of educators to analyze the learning experiences they have designed for their students and determine their effectiveness. When teachers collaboratively analyze student work they can build understanding and agreement about the consistent use and interpretation of a rubric with the goal of improving student learning. This process encourages teachers to consider:

- What are my students' strengths with regard to the required knowledge and skills?
- What are my students' learning needs with regard to the required knowledge and skills?
- Do students have sufficient foundational content and process skills to approach new learning?
- How can I support student learning through scaffolding and differentiation?

The most important benefit of analyzing student work is improved student learning. According to Langer, Colton, and Goff (2003), "the most important benefit of collaboratively analyzing student learning is that at-risk students learn more." In addition, through a student work



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analysis, students and teachers have increased clarity about intended outcomes. Other benefits for instructional staff include:

- Increased professional knowledge about curriculum, students, methods, strategies, and assessments.
- Greater understanding of alignment among standards, curriculum, instruction and assessments and how to decrease gaps between subgroups.
- Positive opportunities to collaboratively share expertise and move away from isolated teaching.
- Alignment of curriculum within and across grade levels is established.
- School improvement goals and resource allocation are driven by classroom data.
- Professional development planning is targeted to teachers' needs based on student evidence.
- A collaborative culture of inquiry about student success is developed.

Research: Maryland State Department of Education (n.d.), Examining Student Work to Inform Instruction. Retrieved from <http://mdk12.org/data/examining/index.html>; Langer, G., Colton, A., and Goff, L. (2003), Collaborative Analysis of Student Work, ASCD, <http://www.ascd.org/publications/books/102006/chapters/The-Benefits-of-Collaborative-Analysis-of-Student-Learning.aspx>.

Funding Source: Title IA/Building SIP Account

Big Idea #3: Create a purposeful school community

Epstein's Framework for Parent Involvement: Parents are an integral part of any school community. During the 2014-2015 school year, staff will be provided learning opportunities to study and begin to employ Joyce Epstein's Framework of Six Types of Parental Involvement. To further promote a purposeful community, parents will have the opportunity to participate in trainings and workshops, throughout the year, to learn strategies, which will support their students at home and in the classroom. Lastly, workshops, specifically for the EL community, will be held. These meetings, supported with translators, will provide parents information about the school, strategies for assimilating into the Willow Community and discussion time for questions. The first meeting will be held on October 16, 2014 and will include Fr. Rudy, Pastor of a local Chaldean church. Funding source: Title IA

Culturally Responsive Classrooms: During the 2014-2015 school year, all Willow Woods staff will begin professional learning which will help to develop culturally responsive classrooms and school community. The first step will be to take a Diversity Self-Assessment. Following the self-assessment, staff will have time to time to reflect on their responses (what they have learned about themselves) and make some critical decisions regarding ways to constructively embrace diversity and create learning environments that respond to the needs of their students. The strategies, which allow for a culturally responsive classroom, will be embedded in each staff meeting and professional learning opportunity. A variety of topics and strategies will be included such as:

- Establishing a Classroom atmosphere that respects individuals and their cultures
- Using explicit strategic instruction that allows students to know "Why, How and When"
- Guided formal and informal group discussions
- Cooperative Learning
- Instructional scaffolding
- Current and relevant bulletin boards

Funding Source: Title IA/III

**Requirement #5: Implement strategies to recruit and retain staff with skills necessary to meet the needs of students in a transformational school. These can include strategies such as financial incentives, increased opportunities for promotion and career growth and more flexible work conditions.**

**Indicator 5A: In your response, identify the strategies the district will use to recruit teachers to this school based on student needs and assign teachers to this school based on student needs.**

**Indicator 5B: In your response, identify the strategies the district will use to retain teachers at this school.**

Teachers willing to teach in priority schools will be provided staffing and material resources that meet or exceed those available in other schools. Based on a review of data, in which student needs are identified, additional staff will be assigned to assist in student achievement goals (i.e. If student growth is needed in math, the additional staff member assigned will have math expertise. If student growth is needed in ELA, the additional staff member will have ELA expertise.) In this way, classroom teachers will be uniquely supported in their efforts to reach students. Teachers in priority schools will also have access to additional professional development and/or additional professional development funding.

Priority schools will be protected from the placement processes of the rest of the district. Unless the teacher is removed from the building for performance or best-interest reasons, the teacher will have assurance that he or she will not be involuntarily transferred or bumped from his or her position. In this way, assignment in a priority school will provide stability and predictability to the development of mastery level teaching. This continuity will provide incentive to invest in the hard work of raising student performance and building a school culture of learning.

## PART D: COMPREHENSIVE INSTRUCTIONAL REFORM STRATEGIES

**Requirement #6: Use data to identify and implement an instructional program(s) that is based on research and aligned from one grade to the next, as well as with state academic standards.**

**Indicator 6A: In your response, detail the process the school used to select an instructional program. The process must address how the school used a diagnostic process that (a) used multiple data sources to understand priority designation, (b) links the instructional program to disaggregated data by subject, grade level, and subgroups, (c) identified and prioritized underlying causes of low student performance, (d) describe a three-year sequence for improving instruction in all content areas related to priority school designation.**

**Indicator 6B: In your response, describe your instructional program. The school's instructional program must: (a) reflect the "Big Ideas", (b) include specific teaching and learning strategies (Tier I) for school-wide implementation, (c) align with career & college ready standards, (d) be based on research, relevant data, and outcomes of data dialogue (if applicable), (e) provide an overview of the implementation timeline, resources, and staff responsible for implementation over three years, and (f) describe a plan to track adult implementation of instructional program.**

Several processes were used in the selection of the instructional programming. A core School Improvement team was chosen and began to create a timeline for the Reform process. Also, the team made recommendations for various staff to serve on committees such as Data Leadership and Instructional Learning Cycle Leaders. Next, a School Support Team (SST) was created which included staff members, parents, a district-level and MISD School Improvement Facilitator (SIF), and an MSU Outreach Intervention Specialist.

### MEAP 2013-2014 Demographic Data

Grade 3	Reading Levels 1 & 2	Math Levels 1 & 2
All Students	49	30
Male	46	32
Female	53	26
ED	41	21
LEP	21	14

Grade 4	Reading Levels 1 & 2	Math Levels 1 & 2	Writing Levels 1 & 2
All Students	47	19	49
Male	30	19	30
Female	63	19	67
ED	31	18	36
LEP	7	0	7

Grade 5	Reading Levels 1 & 2	Math Levels 1 & 2	Science Levels 1 & 2
All Students	60	38	14
Male	50	38	17
Female	70	37	10
ED	47	33	6

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LEP                      13                      13                      0

Both the Willow Woods' staff and parent community were surprised by the overall low levels of achievement of all students in the area of math. Willow Woods scored significantly below the State and District averages with the EL students scoring at the lowest levels. The staff began to take immediate action by increasing the amount of time spent on math during the school day. Furthermore, grade level teams understand the need for collaboration in teaching the core curriculum with fidelity and have included strategies such as, flexible grouping and Guided Math groups, to support all students at their individual achievement levels. Additionally, the inclusion of math intervention into the MTSS model to support the lowest 30% will be implemented in the 2015-2016 school year.

Achievement in both reading and science are also of significant concern for all students. The staff has asked for increased professional development in the area of reading and teaching of non-fiction text. Strategies such as Close and Critical reading and focusing 80% of time on text in the areas of social studies and science will support student achievement in these two areas.

### Spring 2014 WIDA Data- English Language Proficiency Levels (n)

	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
K	23	6	3	1	0	0
1	2	6	10	2	1	0
2	1	1	14	5	0	0
3	0	2	3	6	1	0
4	2	2	4	10	2	2
5	0	4	2	12	1	0

After analyzing the WIDA English Language Proficiency Levels, the Willow staff realized that out of 126 EL students assessed; only five students were a Level 5 and zero at a Level 6. The language acquisition teacher explained to the staff that students have a difficult time moving past Level 4 due to the writing component. This data, in conjunction with the MEAP Writing data, provided the catalyst for staff to begin discussing the need for a more structured writing program. After reviewing several research-based programs which included Lucy Calkins, Step-Up to Writing, and Blueprint for Exceptional Writers, the staff decided Blueprint would be a suitable fit for the Willow Woods' students. The structure and use of graphic organizers will support all students, and specifically, the EL students. In combination with Blueprint, CITW, SIOP and Oral Language strategies, we believe this instruction will help to move the large number of students out of Levels 1 and 2 while supporting all students of the Willow Community.

After several conversations during data digs, reviewing student work, administrator walk-throughs and staff reflection, the staff began to identify and prioritize the underlying causes of low student performance. The underlying causes include:

- Tier I instructional strategies not implemented with fidelity;
- Lack of time spent on math;
- Curriculum not being taught with conformity;
- Insufficient time on data review to inform instruction and collaborative time for the purpose of data digs;
- Inconsistent professional development which aligns with district and school focus;
- Lack of a purposeful community.

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Several big ideas were discussed by the staff and finally, three ideas were chosen:

Big Idea #1: Implement research based Tier I instructional practices, which support a rigorous and aligned curriculum.

Big idea #2: Structure time to allow for collaborative teaching and learning.

Big Idea #3: Create a purposeful School Community.

Beginning in 2014-15, job embedded professional learning facilitated by district and county curriculum staff will provide instructional coaching and modeling within classrooms to support core subjects. A "talk-model-talk" approach with teams of teachers will be utilized. A weekly schedule of professional learning is in process and to be implemented in October.

In order to successfully support all students at Willow Woods, the team collaboratively decided that Tier I and II strategies be employed in all classrooms. McRel's Classroom Instruction that Works (CITW) will begin to be implemented during the 2014-2015 school year. This Tier I strategy is supported by an extensive research base (Marzano) and has demonstrated that the nine strategies, when used with fidelity, has the largest effect on student achievement. The nine strategies include: setting objectives and providing feedback; reinforcing effort and providing recognition; cooperative learning; cues, questions, and advance organizers; nonlinguistic representations; summarizing and note taking; assigning homework and providing practice; identifying similarities and differences and; generating and testing hypotheses. By June of 2016, all Instructional staff will be trained on CITW after completing three days of district-supported professional development. Additionally, during the 2014-2015 school year, the staff will engage in a book study using: Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement, 2nd Edition.

During the winter of 2015, all instructional staff will be trained in another Tier I research-based strategy known as, Sheltered Instruction for Observation Protocol (SIOP). SIOP is designed to support English Learners (EL) gain additional access to the curriculum, however, with the concept of Universal Design, these strategies when employed during instruction, will benefit all students. Given the increasing enrollment of EL students to Willow Woods, the strengthening of the students' oral language skills is needed. A few staff members have been trained on this curricular concept using the work of Lance Gentile, during the 2013-2015 school year. The rest of the instructional staff will receive the same training during the 2014-2015 year. Trained staff has already begun to peer coach and share materials with other staff.

To complement both CITW and SIOP, all instructional staff will participate in a third Tier I professional development on Robert Marzano's six-step process for Building Academic Vocabulary. This systematic approach to acquiring process and content vocabulary is one of the strategies included in the SIOP model; however, the Willow Woods' staff believes more in depth training is necessary. This training will take place during the spring of 2015.

Beginning in the fall of the 2015-2016, the staff will begin monthly professional learning on Blueprint for Exceptional Writers. This research-based writing program provides a structure for students to write in both fiction and non-fiction writing. Graphic organizers are an integral part of this program; therefore, Thinking Map training will coincide with the implementation of Blueprint. District staff will provide the training for both Thinking Maps and Blueprint. As a follow up to Blueprint, the staff will participate in monthly scoring clinics to insure staff is using a consistent rubric for assessment. Through modeling and peer coaching, staff will work together to embed the Blueprint and Thinking Maps resources and practices into their everyday teaching.

Starting in January 2015, six teachers will begin to learn the process of the Instructional Learning Cycle. Through this process, staff members will work collaboratively to analyze data and create Power Standards for their students. Additionally, the process will help to ensure the students are learning the standards with a depth of knowledge that will meet the benchmarks of the Common Core assessments.

In spring of 2015, through the use of Surveys of Enacted Curriculum (SEC), a web-based tool, teachers will complete the survey identifying

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the content and instructional strategies currently being used within their classrooms. The results will allow teachers to align curriculum with the Common Core and provide a structure for collaborative teaching and learning discussions. Additionally, SEC data will give teachers an avenue to evaluate the depth of knowledge being addressed on Willow's Power Standards. The survey will be completed a second time in spring of 2016.

During the 2015-2016 school year, staff will begin to participate in Teacher Rounds. The process has been developed by Troen, V. & Boles, K.C., *The Power of Teacher Rounds; A Guide for Facilitators, Principals, & Department chairs*. The Rounds group identifies the problem of practice, and the facilitator prepares the host teacher of the practice in mind. Next, the Rounds group observes the host teacher's class, debrief on the observation, and discuss how practice might be strengthened. Finally, the group shares a record of the practice. All staff will learn to become observers in the classrooms of their colleagues for the purpose of creating a trusting and reflective teaching community. The staff will primarily be observing student engagement and the use of school-wide common strategies. Additionally, staff will have time each month to reflect, share and analyze data.

One of the largest declines in achievement at Willow Woods is in the area of Mathematics. Beginning in the fall of 2014, it is the expectation that each classroom spend a minimum of 60 minutes of direct instruction in math. Additionally, each student will spend 30 minutes math journaling and other math related activities. In the fall of 2015, staff will begin to differentiate instruction in math through Guided Math Groups and flexible grouping both with teams and vertically, as appropriate. Using the process of SEC, staff will begin to align their curriculum, time and resources to allow for both Guided Math and flexible scheduling.

Academic Multi-Tiered Systems of Support (MTSS) for Students has begun to be implemented in the 2014-2015 school year. The Title I and EI staff have been trained on Read Naturally, Oral Language and SIOP. In the fall of 2014, the Special Education team has been trained on Corrective Reading and, additionally, the at-risk staff will be trained in Corrective Reading by June of 2015. This intervention will be used with students in grades 4 and 5 who have been part of the MTSS cycle for two or more years without progress.

Parents are an integral part of any school community. During the 2014-2015 school year, staff will be provided learning opportunities to study and begin to employ Joyce Epstein's Framework of Six Types of Parental Involvement. To further promote a purposeful community, parents will have the opportunity to participate in trainings and workshops, throughout the year, to learn strategies, which will support their students at home and in the classroom. Lastly, workshops, specifically for the EL community, will be held. These meetings, supported with translators, will provide parents information about the school, strategies for assimilating into the Willow Community, and discussion time for questions. The first meeting will be held on October 16, 2014 and will include Fr. Rudy, Pastor of St. Joseph Chaldean church.

A three-year plan has been developed by the SIP team which addresses the implementation of the big ideas.

2014-2015

Implementation: Classroom Instruction That Works

Resources: Professional Learning

Staff Responsible: Principal and All Instructional Staff

Funding: Title IA, Building SIP Fund, General Fund

Implementation: Guided Reading and Math

Resources: Professional Learning

Staff Responsible: Principal, Classroom Teacher-Tier I

Funding: Title IA, General Fund

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Implementation: Academic Vocabulary

Resources: Professional Learning

Staff Responsible: Principal, Classroom Teacher-Tier I

Funding: Title IA

Implementation: Blueprint for Exceptional Writers

Resources: Professional Learning

Staff Responsible: Principal, Classroom Teacher, At-Risk Staff -Tier I & II

Funding: Title IA, General Fund

Implementation: Technology Enhanced Lessons

Resources: Professional Learning

Staff Responsible: Principal, Classroom Teacher-Tier I

Funding: Curriculum Steering Grant, Parent Teacher Organization (PTO)

Implementation: Close and Critical Reading

Resources: Professional Learning

Staff Responsible: Principal, Classroom Teacher, At-Risk Staff -Tier I & II

Funding: Title IA, General Fund

Implementation: Classroom Instruction That Works

Resources: Professional Learning

Staff Responsible: Principal, Instructional Staff -Tier I

Funding: Title IA, General Fund

Implementation: Sheltered Instruction Observation Protocol

Resources: Professional Learning

Staff Responsible: Principal, Classroom Teacher, At-Risk Staff -Tier I & II

Funding: Title IA/III, General Fund

Implementation: Oral Language

Resources: Professional Learning

Staff Responsible: Principal, Classroom Teacher, At-Risk Staff -Tier I & II

Funding: Title IA/III, General Fund

Implementation: Culturally Responsive Classrooms

Resources: Professional Learning

Staff Responsible: All Willow Woods Staff - Tier I

Funding: Title IA/III, General Fund

Implementation: MTSS- ELA

Resources: Professional Learning and Support

Staff Responsible: At-Risk Staff - Tier II & III

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Funding: Title IA/III, IDEA Grant, and General Fund

Implementation: Corrective Reading and Reading Naturally

Resources: Professional Learning

Staff Responsible: At-Risk Staff -Tier II & III

Funding: Title IA/III, IDEA Grant

Implementation: Student Work Analysis Protocol

Resources: Professional Learning and Monitoring

Staff Responsible: Principal, Instructional Staff- Tier I

Funding: Title IA, General Fund

Implementation: Progress Monitoring

Resources: Professional Learning and Monitoring

Staff Responsible: Principal, Instructional Staff- Tier I, II & III

Funding: Title IA/III, IDEA Grant

Implementation: Administrator Walk Through

Resources: Monitoring

Staff Responsible: Principal, Central Office, MISD and SRO

Funding: General Fund

Implementation: Family Engagement Opportunities

Resources: Professional Learning and Community Engagement

Staff Responsible: Principal, Instructional Staff- Tier I

Funding: Title IA/III, IDEA Grant and General Fund

Implementation: Coffee Hour

Resources: Professional Learning, Community Engagement and Monitoring

Staff Responsible: Principal, Instructional Staff- Tier I

Funding: Title IA/III

2015-2016

Implementation: Blueprint for Exceptional Writers

Resources: Professional Learning

Staff Responsible: Principal, Classroom Teacher, At-Risk Staff -Tier I & II

Funding: Title IA, General Fund

Implementation: Culturally Responsive Classrooms

Resources: Professional Learning

Staff Responsible: All Willow Woods Staff - Tier I

Funding: Title IA/III, General Fund



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Implementation: Balanced Literacy with external consultant, Toni Hall

Resources: Professional Learning

Staff Responsible: Classroom and At-Risk Staff

Funding: Title IA and Building SIP Fund

Implementation: Flexible Grouping in Reading Math

Resources: Professional Learning

Staff Responsible: Classroom Teacher - Tier I & II

Funding: IDEA Grant, General Fund

Implementation: Double Dip in Reading and Math

Resources: Professional Learning and Support

Staff Responsible: Classroom and At-Risk Staff - Tier II

Funding: No Funding Required

Implementation: Parent Brigade

Resources: Professional Learning and Support

Staff Responsible: Principal, Classroom and At-Risk Staff - Tier II

Funding: Title IA/III, General Fund

Implementation: MTSS- Math

Resources: Professional Learning and Support

Staff Responsible: At-Risk Staff - Tier II & III

Funding: Title IA/III, IDEA Grant, and General Fund

Implementation: Teacher Rounds

Resources: Professional Learning and Monitoring

Staff Responsible: All Instructional Staff- Tier I

Funding: Title IA, Building SIP Fund, and General Fund

2016-2017

Implementation: Classroom Instruction That Works

Resources: Professional Learning

Staff Responsible: Principal and All Instructional Staff -Tier I

Funding: Title IA, Building SIP Fund, and General Fund

Implementation: Teacher Rounds

Resources: Monitoring

Staff Responsible: All Instructional Staff- Tier I

Funding: Title IA, Building SIP Fund, and General Fund

Implementation: Establish a Culture of Leadership

Resources: Professional Development

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Staff Responsible: All Instructional Staff- Tier I, II and III

Funding: Title IA, Building SIP Fund, General Fund, SIG Grant

Implementation: MAISA Writing Units

Resources: Professional Learning

Staff Responsible: All Instructional Staff- Tier I

Funding: General Fund

Implementation: Lucy Calkins' Writer's Workshop

Resources: Professional Learning

Staff Responsible: Classroom Teachers- Tier I

Funding: General Fund

Monitoring Process: Administrative and peer-led walk-throughs; monthly data review meetings through PLC meeting schedule. Staff will utilize established district outcomes for core areas (i.e. DRA proficiencies by grade level; grade level writing rubrics, etc.) as well as state, county, and district-created program monitoring and evaluation tools as they continuously analyze student outcomes and reflect on the implementation of instructional programs. It is the expectation that all staff members providing instruction or services to students will be part of our outlined process. Progress reports will be communicated to the district leadership, Board of Education and Michigan Department of Education on a quarterly basis.

**Requirement #7: Promote the continuous use of student data (such as formative, interim, and summative assessment data and student work) to inform and differentiate instruction to meet academic needs of individual students.**

**Indicator 7A: In your response, describe how the school promotes the continuous use of individual student data (such as; formative, interim, and summative). This plan must: (a) outline expectations for regular and on-going building-wide use of data, (b) describe the structure and process for educators to collaborate to analyze data and plan for Tier II and Tier III instruction, and (c) identifies instructional program outcomes and a plan to assess for impact.**

Willow Woods will promote the continuous use of student data (formative, interim, and summative) through the leadership of the Data Leadership Team (DLT) and the process of Data Dialogues, Data Digs, the Instructional Learning Cycle (ILC), Teacher Rounds and MTSS/At-Risk meetings.

At bi-weekly staff meetings and scheduled Professional Learning Time, the DLT will lead the staff through a Data Dig and Dialogue. The first phase of this protocol has teachers write down their predictions and assumptions before they actually view the data. The next phase is to explore the data. At this point, the staff will not provide a reason for the data; this stage is only used to view facts. From the facts, staff will write a narrative statement that reflects the conversation of the group. Using the narrative statement, the staff begins to identify and prioritize the underlying causes of the data and some "Big Ideas" will begin to emerge and an Action Plan can be drafted. This process helps staff to move past just looking at the data to using the data to increase student achievement. Further, staff will participate in reviewing student work through scoring clinics and other processes.

In January 2015, six teachers will begin to learn the process of the Instructional Learning Cycle (ILC). Through this process, staff members will work collaboratively to analyze data and create Power Standards for their students. Additionally, the process will help to ensure the

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students are acquiring the standards with a depth of knowledge that will meet the benchmarks of the Common Core assessments. Through presentations, modeling and peer coaching, these six teachers will work with the rest of the instructional staff on the ILC model. Staff will work both horizontally and vertically to ensure that the core curriculum is meeting the needs of the Willow students as they move from grade to grade.

During the 2015-2016 school year, staff will begin to participate in Teacher Rounds. Teacher Rounds is a protocol based on rounds done in the medical field. The process has been developed by Troen, V. & Boles, K.C. *The Power of Teacher Rounds; A Guide for Facilitators, Principals, & Department chairs*. The Rounds group identifies the problem of practice, and the facilitator prepares the host teacher of the practice in mind. Next, the Rounds group observes the host teacher's class and they debrief on the observation. Teachers, then commit to a change in practice and the group shares a record of the practice and relevant data which support the effectiveness of the strategy.

Additionally, grade-level teams will meet monthly with the principal and the At-Risk (MTSS) team to discuss the grade-level's bottom 30% and additional students who have not achieved the identified benchmarks. The process for identification of our at-risk students follows:

1. Identify area of focus within classroom instruction and tiered interventions.
2. Align instructional components.
3. Collect baseline data in September which might include, but not limited to, MEAP, Iowa, DRA, San Diego Quick, Reading Skills Inventory, sight words, and early numeracy.
4. If students do not hit the benchmarks identified, they will be placed in a Tier II or III intervention.
5. Progress monitor students every 6-8 weeks.
6. Analyze results and adjust instructional/intervention plans as needed.
7. The instruction/intervention plans will be monitored by administrative, peer and self-monitoring.
8. Reflect on the data and update all data for quarterly reports.

The At-Risk team includes the Title I and EL teachers and Special Education staff. The group will work together to assess which Tier II and Tier III strategies will most benefit the students. Ongoing monitoring of student achievement data will be examined to determine program effectiveness.

Student Achievement, process, perception and demographic data will be presented at the beginning of each parent meeting by the principal or a member of the DLT on a regular basis throughout the school year.

Monitoring Process: Administrative and peer-led walk-throughs; monthly data review meetings through PLC meeting schedule. Staff will utilize established district outcomes for core areas (i.e. DRA proficiencies by grade level; grade level writing rubrics, etc.) as well as state, county, and district-created program monitoring and evaluation tools as they continuously analyze student outcomes and reflect on the implementation of instructional programs. It is the expectation that all staff members providing instruction or services to students will be part of our outlined process.

## PART E: INCREASED LEARNING TIME AND COMMUNITY ENGAGEMENT

**Requirement #8: Establish schedules and strategies that provide increased time for instruction in core academic subjects, enrichment activities, and professional learning for teachers.**

**Indicator 8A: In your response, describe the district's plan for increasing time for core academic subjects that specifies: (a) whether additional time will happen through a longer day, week, and/or year OR redesigning the use of the current schedule (choose one); (b) a description of how much time has been allocated; (c) a rationale that supports why these changes will lead to increased student achievement.**

**Indicator 8B: In your response, describe the district's plan for increasing time for enrichment activities that specifies: (a) whether additional time will happen through a longer day, week, and/or year OR redesigning the use of the current schedule (choose one); (b) a description of how much time has been allocated; (c) a rationale that supports why these changes will lead to increased student achievement.**

**Indicator 8C: In your response, describe the district's plan for increasing time for professional collaboration that specifies: (a) whether additional time will happen through a longer day, week, and/or year OR redesigning the use of the current schedule (choose one); (b) a description of how much time has been allocated; (c) a rationale that supports why these changes will lead to increased student achievement.**

The current schedule has been redesigned to increase instructional time in the core academic subjects. Additional time has been recaptured through thematic integration of science and social studies concepts into the ELA and math blocks. Staff is exploring ways to incorporate instructional activities into recess/brain break and transition times. It is estimated that approximately 30 minutes daily may be recaptured. Beginning in 2015-16, a 0.5 FTE teacher will be allocated at Willow Woods. This teacher will conduct small group 40 minute interventions, pulling from specials on a rotating basis. As an example, one third of the students in Spanish may be pulled out for a 6-8 week period to engage in an extended learning opportunity in reading or math. At the end of this period, a different third may be pulled out for an equal amount of time, for a similar experience. This estimate of recaptured time is independent of currently-scheduled tier II and III supplemental intervention time identified students receive throughout the school day or extended day programs. Planning continues in the development of this research-based model.

Research supports the concept of maximizing instructional time through strategic student engagement activities and multi-tiered systems of support.

The district's plan for increasing time for enrichment activities will occur through the redesign of the current schedule. Currently, the school offers 40 minutes per week of Spanish, Art, Music, Physical Education and Media. All grade 5 students receive 40 minutes of band each week in lieu of music class. Grade 6 students at our year round schools receive daily band or 21 Things Technology course. As stated in Indicator 8A, students will receive additional forty minutes/week of extended learning opportunities within a 6-8 weekly cycle. In addition, beginning in January, 2015, the school has received a Bosch Community Grant---whereby students in grades 4-5 will participate in a 40 minute, twice weekly, Science, Technology, Engineering and Math (STEM) extended learning program.

Research supports the benefits students' receive when incorporating fine arts and physical education as part of a liberal arts education, and supports differentiated, brain-based multiple learning styles.

The district's plan for increasing professional collaboration time will occur through a redesign of the current schedule. Time has been added

and recaptured in two ways. First, the school has adjusted the calendar by increasing professional development hours after school. Common prep times have been scheduled into the day to provide opportunities for common planning time within grade levels. Currently the schools have professional collaboration time in the following ways: two days before the start of school; one day in November (Election Day); 13 after-school staff meetings (13 hours); and six three-hour PLC meetings (18 hours) scheduled throughout the year. In addition, each Title I school has funds allocated for professional collaboration and each school is allocated general-fund school improvement funds that may be utilized for professional collaboration. Second, professional collaboration time has been recaptured by redesigning the current daily specials' schedule. Beginning in December, 2014, each grade-level team has two common planning times (40-minutes) per week.

Research cites the importance of regularly-scheduled, focused collaboration time is a high leverage/mission critical strategy that produces positive student achievement results. The district values this research and is committed to providing our staff the necessary resources to sustain collaborative practices.

**Requirement #9: Provide ongoing mechanisms for engagement of families and community.**

**Indicator 9A: In your response, describe multiple strategies to engage families in reform efforts.**

**Indicator 9B: In your response, describe multiple strategies to engage community partners in reform efforts.**

Parents are an integral part of any school community. During the 2014-2015 school year, staff will be provided learning opportunities to study and begin to employ Joyce Epstein's Framework of Six Types of Parental Involvement. Using Epstein's model of School, Family and Community Partnerships, Willow Woods Elementary School will provide multiple opportunities for engagement of families and the entire community in the process of school reform.

Parents will be invited to participate in the reform process on a variety of levels which will include both written and collaborative avenues. Twice a year, fall and spring, an online survey will be offered to ask for input on current programming, school initiatives, and other school related topics.

Throughout the school year, stakeholders will be invited to staff meetings, professional learning opportunities, Title I fall and spring meetings, district-school improvement team meetings, and Parent Teacher Organization (PTO) meetings. Additionally, a Parent Advisory Board will meet several times a year to review the School Reform Plan, student achievement data, and professional learning opportunities available to the parents. This board will be created to reflect a cross-section of Willow Woods' community which includes the various sub-groups that exist at Willow Woods Elementary such as EL, special education, and economically disadvantaged. An invitation is given to the parents either personally or through their child. If the invitation goes through the students, the principal calls the parent to help them understand the role they would play within the parent advisory group (PAG). Also, the SIP team surveys the group to find out the best time for a meeting. The invitations for these meetings go out two weeks in advance.

At every PTO meeting, the principal or a member of the District Leadership Team (DLT) will present relevant school achievement, process, demographic or perception data with the parents. The parent group will be invited to offer suggestions and comments at the meeting.

In order to promote a purposeful community, parents will have the opportunity to participate in trainings and workshops, throughout the year, to learn strategies, which will support their students at home and in the classroom. Parents will have the opportunity to be involved with the Parent Brigade. These parents will be trained on, specific, skills and strategies to give additional support to small groups and/or individual students during the school day. When Professional Development, offered to the staff, would be beneficial to these parents, they will be invited to participate. A Coffee Hour will be held, specifically, for the English Learners (EL) community that will include translation, school information, strategies for assimilating into the Willow community, strategies to help their students at home, encouragement to participate in the Parent Brigade, and time for questions.

A partnership that Willow Woods has created is with St. Joseph's Chaldean Catholic Church. The clergy at St. Joseph's has made a commitment to support the Willow Woods' community. Father Rudy will be a guest at the first Coffee Hour on October 16, 2014. At the meeting, he will speak to the Chaldean community and help them to understand the importance of parent involvement and expectations at an American school. In addition, Willow Woods has created a partnership with ACCESS (Arab Community Center for Economic and Social Services). ACCESS is the largest Arab American human services nonprofit in the United States. With eight locations and more than 100 programs serving metro Detroit, ACCESS offers a wide range of social, economic, health and educational services to a diverse population. The Willow Woods team is working with Belmin Pinjic, Director of Business Operations, to put families in touch with needed resources.

Willow Woods Elementary and Warren Consolidated Schools have created some additional partnerships that will help to increase student achievement. Real-world experiences will be available to the students through partnerships with the Detroit Zoo, Detroit Art Institute, Toledo Science Center and the Warren Symphony. Students in multiple grades benefit from free field trips both in person and web-based to these establishments. By 2016-2017, as the Willow Woods' students begin to make significant progress in student achievement, programs will be in place to equip students with the self-confidence and skills they need to thrive in the 21st-century economy. Programs that build leadership and independence will benefit both the student and school community.

## PART F: PROVIDING OPERATIONAL FLEXIBILITY AND SUSTAINED SUPPORT

**Requirement #10: The district is providing the school with operational flexibility for issues such as staffing, calendars, time, and budgeting to implement a comprehensive approach to substantially increase student achievement and increase graduation rate.**

**Indicator 10A: Describe how Operational Flexibility will be provided to the building in the following areas: staffing, use of time, professional learning, and budget. Also, describe a statement that the priority school improvement team and building leader will determine the school's Title I budget (subject to federal regulations). The district must also complete a signature page, signed by the Superintendent, School Board President, and Union Representative, which certifies that the school has the autonomy required to implement the plan as written (see template on AdvancEd site). Finally the district must upload either an Executed Addendum to the collective bargaining agreement OR a Memorandum of Understanding that commits the Superintendent, School Board President, and Union Representative to negotiate an addendum by August 1, 2014.**

The school receives an annual Title I budget, School Improvement budget and building supply budget that allows the principal and staff to make decisions on how to allocate resources which will effectively support the implementation of the plan.

Currently the building has operational flexibility in the following ways:

1. Principal has right of assignment to place teachers in appropriate grade levels;
2. Principal has right of developing the school schedule, including specials and teacher preparation time. Principals and staff have the ability to adjust teaching and learning times within the current school day to meet the needs of their students;
3. The school has adjusted the calendar by increasing professional development hours after school. Common prep times have been scheduled into the day to provide opportunities for common planning time within grade levels;
4. Principal and SIP team/staff have the ability to determine and implement professional learning needs based on the school's SIP plan. They may allocate building budgets (Title I, School Improvement) accordingly to implement the professional learning. Principals and SIP teams have the ability to plan professional learning during scheduled PLC half days and after school staff meetings, and if incorporated into their SIP plan, during the day grade level team meetings.

The district has completed the operational flexibility diagnostic as a signed Memorandum of Understanding with a completed signature page.

**Requirement #11: The school and district will ensure that the school receives ongoing, intensive technical assistance and related support from the district, ISD, Michigan Department of Education, or other designated external partners or organizations.**

**Indicator 11A: In your response, describe how the district plans to access and provide supports for the school.**

**Indicator 11B: In your response, list the central office contact person responsible for monitoring and supporting the school.**

The district will insure that the school receives on-going technical assistance and related supports by engaging in collaborative relationships with the Michigan Department of Education staff, the MISD staff, the Warren Education Association, and the Warren Administrators' Association in order to provide the schools with the resources and tools needed to support and sustain their reform plans. Scheduled monthly meetings will be arranged as part of the planning, implementation and monitoring process established by the district. All district departments are committed to supporting the school at any time. Specifically, OCI staff will provide technical assistance and professional development to the school on a scheduled basis.

In addition:

- Principal and designated staff will participate in ILC and Surveys of Enacted Curriculum Professional development, and SST meetings

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facilitated by the MISD staff.

- Principal will attend MISD Principal Series (ex. CITW, Total Participation Techniques, 12 Touchstones of Effective Teaching);
- Principal and SIP chairs will attend the MDE School Improvement Conference(s);
- Principal and designated staff will participate in MDE/SRO Technical Assistance meetings
- Principal will utilize the resources and supports of professional organizations (ex. MEMSPA, ASCD, IRA).

Central Office contact person responsible for monitoring and supporting the schools are: Dr. Marianne Ochalek, Executive Director of School Improvement. Additional supporters are: Robert D. Livernois, Ph.D., Superintendent; Mr. Joseph E. Konal, Chief Academic Officer; Ms. Sharon Irvine, Esq., Chief Human Resources Officer; Ms. Linda Austin, Chief Financial Officer; Ms. Ellen Kozich, Director of Curriculum and Special Projects, and Ms. Christine Lewis, Administrator of State and Federal Programs.