



# **School Improvement Plan**

**Willow Woods Elementary School**

**Warren Consolidated Schools**

Mrs. Melissa M Hardy, Principal  
11001 Daniel Drive  
Sterling Heights, MI 48312-3536

# TABLE OF CONTENTS

Introduction.....	1
<b>Executive Summary</b>	
Introduction.....	3
Description of the School.....	4
School's Purpose.....	5
Notable Achievements and Areas of Improvement.....	6
Additional Information .....	7
<b>Improvement Plan Stakeholder Involvement</b>	
Introduction.....	9
Improvement Planning Process.....	10
<b>School Data Analysis</b>	
Introduction.....	12
Student Enrollment Data.....	13
Student Achievement Data for All Students.....	15
Subgroup Student Achievement.....	17
Perception Data - Students.....	21
Perception Data – Parents/Guardians.....	22
Perception Data – Teachers/Staff.....	23

Other..... 24

**School Additional Requirements Diagnostic**

Introduction..... 26  
School Additional Requirements Diagnostic..... 27

**Title I Targeted Assistance Diagnostic**

Introduction..... 30  
Component 1: Needs Assessment..... 31  
Component 2: Services to Eligible Students..... 34  
Component 3: Incorporated Into Existing School Program Planning..... 35  
Component 4: Instructional Strategies..... 36  
Component 5: Title I and Regular Education Coordination..... 38  
Component 6: Instruction by Highly Qualified Staff..... 39  
Component 7: High Quality and Ongoing Professional Development/Learning..... 40  
Component 8: Strategies to Increase Parental Involvement..... 41  
Component 9: Coordination of Title I and Other Resources..... 44  
Component 10: Ongoing Review of Student Progress..... 45  
Evaluation..... 46

**SIP Plan 2014-2015**

Overview..... 48  
Goals Summary..... 49

Goal 1: All students will meet or exceed state and local standards in reading.....	50
Goal 2: All students will meet or exceed state and local standards in mathematics.....	53
Goal 3: All students will meet or exceed state and local standards in writing.....	56
Goal 4: All students will meet or exceed state and local standards in science.....	58
Goal 5: All students will meet or exceed state and local standards in social studies.....	60
 Activity Summary by Funding Source.....	 62

## **Introduction**

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

# Executive Summary

## **Introduction**

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning. <br><br> The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

## **Description of the School**

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

Willow Woods is located in Sterling Heights, Michigan, a mid-size city that is approximately 10 miles north of Detroit. Willow Woods is a part of the Warren Consolidated School District which encompasses areas of Warren, Sterling Heights, and Troy. There are 15 elementary schools in Warren Consolidated. There is a wide variance between populations within the Warren Consolidated Schools district. The school is nestled in a well-established residential neighborhood right off of Van Dyke Road where Chrysler Corporation's Sterling Stamping Plant resides. We are just 3 miles from Sterling Heights City Hall, the public library, and a substantial city park. Parent occupations include educators, medical professionals, city professionals, lawyers, paraprofessionals, retail associates, and many positions related to the auto industry.

Willow Wood's enrollment of 451 Kindergarten through 5th grade students consists of mainly Caucasian students (78%) with a variety of cultural diverse backgrounds. Black students represent 9% and Asian students represent 10% of the enrollment. Willow Woods' population is growing in its diversity which brings opportunities to learn from student's varied experiences, skills and rich cultural backgrounds. About 150 of the students who attend Willow Woods are English Language Learners (ELL), with the majority of those being Chaldean (Iraqi Christians), Arabic, Albanian, and Asian. The economic strains that have effected Michigan and the country have had a significant impact on many of the families served by Willow Woods.

The staff of Willow Woods Elementary is committed to fostering a caring, safe, and positive environment for all students to learn. Teachers and parents work closely together to offer the best educational opportunities for all of the students at Willow Woods. The communication at Willow Woods is comprehensive in order to allow our parent stakeholders every opportunity to take part in their children's educational process. Staff uses the internet to communicate via email and web sites to keep parents informed. The school also sends out phone messages to make sure that information does not get missed.

Our mission focuses on providing a positive environment. In order to strengthen that commitment, a team of 10 staff members, including the principal, went to a Positive Behavior Support (PBS) Workshop, during the 06-07 school year. The workshop allowed that team three days over a period from January to May to work with a Macomb Intermediate School District (MISD) professional to develop a Positive Behavior Support plan to implement in the 07-08 school year. The implementation of that plan has allowed students and staff to focus on actively teaching and reinforcing those student behaviors that reflect on the ability to create an environment where students truly feel cared for, safe, and positive.

Warren Consolidated Schools implemented district-wide professional learning communities in 2004. Teams met for forty-five minutes prior to the start of school every Monday morning from September 2004 to May 2013. In the 2013-2014 school year, PLCs are every other Monday for 90 minutes.



## **School's Purpose**

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

### Collaborative Mission Statement

The Willow Woods School Community will strive as a team to provide a caring, safe, and positive environment where children can develop strategies enabling them to become life-long learners, and responsible, contributing citizens.

### Shared Vision

The purpose of Willow Woods is to provide quality educational experiences for all students to become self-motivated and enthusiastic life-long learners who strive to achieve their maximum potential in academic and social settings.

### Beliefs:

We believe that it is important to:

support one another;

model and expect respectful behavior from all staff, students, and parents;

use data analysis to make informed decisions;

commit to open and honest collaboration to ensure maximum student learning;

ensure a clean, safe, positive environment;

provide interventions for students who are not learning essential concepts;

effectively communicate with one another;

honor time commitments;

be completely concerned about learning;

actively confront issues that impede our collective vision;

and celebrate success.

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

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

We have increased the number of African American students proficient in math by seven percent in the last year. Our English language learners' population has grown; our goal in the next three years is to provide the additional support necessary to reach the academic achievement projected.

## **Additional Information**

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

N/A

# **Improvement Plan Stakeholder Involvement**

## **Introduction**

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

## **Improvement Planning Process**

### Improvement Planning Process

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

The building's leadership team scheduled meetings are based on the days they had release time. The parents on our team were invited. Many preferred to read over and comment on the plan's development. We made whatever accommodation was necessary in order for the parents to participate in the process. The plan for this year was to increase parent participation in the school improvement process. We made a school wide request and sent invitations to 30 parents to participate. Out of those parents, we received seven parents who are now part of our team. At our spring evening meeting we had five parents able to attend. All parents that are part of our team will get the final plan and have a process for providing feedback.

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

We currently have seven parents on our team. They are all female from a variety of backgrounds, though, not the education industry. Their responsibilities include purposeful dialog with the rest of the leadership group of the school improvement team and to give specific feedback that helps drive the plan.

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

Information on the plan was communicated to stakeholders via email and updates on the web site. The completed plan is bound and given to all building stakeholders, the parent team members, and is available in the lobby for anyone to get a copy.

# School Data Analysis

## **Introduction**

The School Data Analysis (SDA) is a diagnostic tool intended to facilitate rich and deep collaborative discussions among staff members about school data. The SDA can serve as a guide to determine a school's strengths, challenges, and directions for improvement based on an analysis of data and responses to a series of data related questions. This data collection and analysis process includes the identification of content area achievement gaps and reflections on causation. Please note that questions related to gaps and causes for a gap are marked with an asterisk (\*). This diagnostic represents the various types of student data that should be continuously collected, reviewed, and analyzed in conjunction with other local school data. Completion of the SDA is required.



## **Student Enrollment Data**

### **How do student enrollment trends affect staffing?**

The fluctuation of enrollment effects the teacher allocations that are given to the building. Staffing allocation decisions are made at a district level.

### **How do student enrollment trends affect staff recruitment?**

There are teachers on layoff, therefore no general education teachers are being recruited at this time. The special education department is recruiting staff to fill special education positions.

### **How do student enrollment trends affect budget?**

The district enrollment indicates that we have increased our per pupil count in the fall which helps increase the number of teachers that the district allocates.

### **How do student enrollment trends affect resource allocations?**

Resource allocations are managed at a district level.

### **How do student enrollment trends affect facility planning and maintenance?**

The facility planning and maintenance decisions are made at a district level.

### **How do student enrollment trends affect parent/guardian involvement?**

Our building trends indicate that our population of students with non-English speaking parents is increasing which effects the way we encourage parent participation. Based on this trend, we are sending more invitations in our main languages and we are having someone interpret at school academic functions so parents feel included and engaged.

### **How do student enrollment trends affect professional learning and/or public relations?**

Our building trends indicate that our population of students with non-English speaking parents presents a different set of professional learning needs for our staff both in terms of communicating with parents about how their child(ren) are doing in school and engaging them in the school culture, but it also affects the needs of the students. The students come to school with a different set of skills. Our professional

## **School Improvement Plan**

Willow Woods Elementary School

---

learning needs to address all of those areas. Community relations are also effected by the level of diversity and change within the school community.

### **What are the challenges you noticed based on the student enrollment data?**

Our population of students with non-English speaking parents and with limited English-speaking backgrounds provide challenges.

### **What action(s) will be taken to address these challenges?**

Our allocation for a full-time language acquisition teacher will allow us to provide more support and also be more consistent in our support

### **What are the challenges you noticed based on student attendance?**

It has been noted that parents who chronically bring their students late to school make it difficult for the children to get into the flow of the school day.

### **What action(s) will be taken to address these challenges?**

After 5 tardies, parents are sent a letter indicating the need for the student to get to school on time. At 10 tardies, parents are sent a letter outlining attendance laws. After 15 tardies, students are required to make up missed instruction time during their lunch time. This is communicated to the parents as well.

## **Student Achievement Data for All Students**

This area includes data questions.

### **Which content area(s) indicate the highest levels of student achievement?**

Reading is our highest content area for student achievement.

### **Which content area(s) show a positive trend in performance?**

Our 5th grade science scores are improving and our overall scores by the fifth grade are improving. We are making small growth by cohort, however, we need to address the challenges that face our English Language Learner population and our transient population.

### **In which content area(s) is student achievement above the state targets of performance?**

Unfortunately, we are not above state targets in any content area.

### **What trends do you notice among the top 30% percent of students in each content area?**

The students who comprise our top 30% show higher literacy skills. Their DRA2 scores are higher than grade level. The top 30% students also show ownership for their learning.

### **What factors or causes contributed to improved student achievement?**

The student growth that we have seen this year can be attributed to the amount of intensive intervention that our at-risk students received.

### **How do you know the factors made a positive impact on student achievement?**

We know the factors made a positive impact on student achievement by watching the growth of students in their DRA2 scores and the IOWA Form E battery. We have seen great growth. Unfortunately, the students who experienced the most growth were below grade level and haven't overcome the full gap to be on the current grade level.

### **Which content area(s) indicate the lowest levels of student achievement?**

Though increasing, 5th grade science is the content area with the lowest levels of student achievement.

**Which content area(s) show a negative trend in achievement?**

Our 3rd grade reading this year shows a negative trend.

**In which content area(s) is student achievement below the state targets of performance?**

Currently we are not at the targets for performance in any content areas.

**What trends do you notice among the bottom 30% of students in each content area?**

The students who are in the bottom 30% struggle with vocabulary. They experience difficulty understanding new concepts due to lack of background vocabulary. One of our strategies in our SIP plan is working on academic vocabulary in order to help these students overcome this gap.

**What factors or causes contributed to the decline in student achievement?**

We have had a large influx of English Language Learners and we have not provided enough tier I intervention supporting basic vocabulary development. We also found that our bottom 30% students do not feel ownership of their progress.

**How do you know the factors made a negative impact on student achievement?**

The students struggle with knowing basic academic words, and that directly effects their ability to understand more complex academic vocabulary. They do not have the vocabulary foundation necessary. The lack of ownership is seen in the amount of effort the students put into improvement. They do not see the connection between what they do and their improvement.

**What action(s) could be taken to address achievement challenges?**

We need to look at interventions that directly impact the growth of our students' vocabulary, and we need to look at processes that help students feel connected to their achievement.

## **Subgroup Student Achievement**

**Statement or Question:** Which subgroup(s) show a trend toward increasing overall performance?

**Response:**

- Asian
- Female
- Economically Disadvantaged

**Statement or Question:** For which subgroup(s) is the achievement gap closing?\*

**Response:**

- Economically Disadvantaged

**In what content areas is the achievement gap closing for these subgroups?\***

Reading is the content area where the gap is closing for student achievement.

**How do you know the achievement gap is closing?\***

Subgroup scores are decreasing when compared to whole group scores.

**What other data support the findings?**

Our DRA2 data also show that subgroup is improving.

**What factors or causes contributed to the gap closing? (Internal and External)\***

The intensive interventions provided at both tier I and II. The language acquisition teacher has been in the building for two years which helped with the continuity from last year to this year.

**How do you know the factors made a positive impact on student achievement?**

The additional time in direct instruction was provided in a small group setting where the student's needs were being specifically addressed.

### What actions could be taken to continue this positive trend?

The intensive interventions provided at both tier I and II will continue. The language acquisition teacher who has been in the building for two years will be back full time next year so that continuity will make the time more effective.

**Statement or Question:** Which subgroup(s) show a trend toward decreasing overall performance?

**Response:**

- English Language Learners (ELLs)

**Statement or Question:** For which subgroup(s) is the achievement gap becoming greater?\*

**Response:**

- English Language Learners (ELLs)

### In what content areas is the achievement gap greater for these subgroups?\*

Social studies and science are the content areas that are most adversely affected by the struggle that our ELL population has with academic vocabulary.

### How do you know the achievement gap is becoming greater?\*

The scores for this subgroup population have not improved at the rate of the whole group.

### What other data support the findings?\*

Our DRA2 scores in non-fiction texts show an increased difficulty.

### What factors or causes contributed to the gap increasing? (Internal and External)\*

The influx of ELL students this year has been a big factor in our gap increasing. The level of support that we had for direct instruction intervention for this group of students was not sufficient.

### How do you know the factors lead to the gap increasing?\*

With a half day language acquisition teacher, many of our incoming students needed more direct instructional support throughout the day. In the general education classroom many of the upper level students were not at a level with English proficiency to understand the direction instruction taking place in the classroom.

## School Improvement Plan

Willow Woods Elementary School

---

### What actions could be taken to close the achievement gap for these students?\*

We need to provide more direction instruction for these students.

### How is each of the English Language Learners (ELLs) demographics achieving in comparison to the school aggregate?

The English Language Learners (ELLs) demographic is not achieving well in comparison to the school aggregate.

### How do you ensure that students with disabilities have access to the full array of intervention programs (Title 1, Title III, Section 31a, credit recovery programs, after-school programs, etc.)?

Many of our special education students are also part of the intervention programs in the building. They are never dismissed from the group of at-risk students and are afforded the same opportunities as the rest of the students.

### How are students designated 'at risk of failing' identified for support services?

Students designated "at risk of failing" are identified for support services in a variety of ways. Their MLPP/DRA2 scores, teacher's observations, MEAP scores, and IOWA scores are all factors that are considered when determining "at risk". We also look at information, such as, current divorce, death of parent, or difficulty with school routines and rules.

### What Extended Learning Opportunities are available for students (all grade configurations respond)?

All grades are included and respond to Extended Learning Opportunities. We have run math nights, reading nights, social studies, and science nights.

Label	Question	Value
	What percentages of students participate in Extended Learning Opportunities, either for additional support or increased challenge?	31.0

### What is the school doing to inform students and parents of Extended Learning Opportunities?

We provide information through teacher newsletters, building newsletters, web site, robo calls, and we have sent special invitations to parents through the mail and made personal phone calls to encourage special Extended Learning Opportunities.

## School Improvement Plan

Willow Woods Elementary School

Label	Question	Value
	What is the total FTE count of teachers in your school?	18.5

Label	Question	Value
	How many teachers have been teaching 0-3 years?	0.0

Label	Question	Value
	How many teachers have been teaching 4-8 years?	9.0

Label	Question	Value
	How many teachers have been teaching 9-15 years?	5.5

Label	Question	Value
	How many teachers have been teaching >15 years?	3.0

### What impact might this data have on student achievement?

We have teachers that are familiar with teaching and have worked on their teaching skills which helps the overall function of the classroom. The challenge has been the number of years a teacher has been at a specific grade. We have had teachers that have been moved from a middle school level into the lower elementary classroom. These teachers have experienced a learning curve in adjustment to different expectations based on the students age and the curriculum.

Label	Question	Value
	Indicate the total number of days for teacher absences due to professional learning or professional meetings.	203.5

Label	Question	Value
	Indicate the total number of days for teacher absences due to illness.	259.5

### What impact might this data have on student achievement?

When the teacher is out, the same level of instruction is not provided. If there are a lot of days that is happens, the amount of time spent on instruction is effected.



## **Perception Data - Students**

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

The area(s) of highest overall satisfaction among students is "teachers like me." The other was that they "feel safe at school."

### **Which area(s) show a positive trend toward increasing student satisfaction?**

That they feel safe, including from other students.

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

The area of lowest overall satisfaction among students was their parents coming to school. With the change in our demographic, we have seen a shift in parent's understanding of the parent-child-school relationship. Many of our parents feel that it is embarrassing when they have to come to school. It is seen as a negative.

### **Which area(s) show a trend toward decreasing student satisfaction?**

The area that shows decreasing student satisfaction is "my teacher is fair to me."

### **What are possible causes for the patterns you have identified in student perception data?**

We have worked systematically on making the school culture a safe and positive environment. We have had difficulty with some students that are new to our school learning and understanding the expectations for their behavior. This is often viewed as a fairness issue until students understand and follow expectations.

### **What actions will be taken to improve student satisfaction in the lowest areas?**

We will be using a pro-active approach to teaching students behavioral expectations and routines.

## Perception Data – Parents/Guardians

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

The area that parents rated most satisfactory was "student achievement is monitored and reported."

### Which area(s) show a trend toward increasing parents/guardian satisfaction?

"The effective use of funds" area shows increasing satisfaction. This is a result of the number of ways the school district has managed to keep as many programs for students as possible.

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

The area with the overall lowest level of satisfaction among parents/guardians was with the amount of support services available to students. Many of our support services have been cut so only the most at-risk get additional support. For example, our elementary counselors were cut.

### Which area(s) show a trend toward decreasing parents/guardian satisfaction?

The area of lowest satisfaction, and decreasing, among parents/guardians concerns is the amount of support services available to students. Many of our support services have been cut so only the most at-risk get additional support. For example, our elementary counselors were cut.

### What are possible causes for the patterns you have identified in parent/guardian perception data?

State level budget cuts.

### What actions will be taken to increase parent/guardian satisfaction in the lowest areas?

Increase per pupil funding.

## **Perception Data – Teachers/Staff**

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

The area indicating the highest level of satisfaction among teachers/staff was using instructional strategies and interventions to meet individual student needs.

### **Which area(s) show a trend toward increasing teacher/staff satisfaction?**

The area that shows a trend toward increasing satisfaction among teachers/staff was working collaboratively with peers.

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

The area indicating the lowest satisfaction among teachers/staff was the level of support staff available.

### **Which area(s) show a trend toward decreasing teacher/staff satisfaction?**

The area(s) that show a trend toward decreasing teacher/staff satisfaction are instructional time and resources.

### **What are possible causes for the patterns you have identified in staff perception data?**

Lack of adequate funding.

## Other

**How does your school use the MiPHY online survey health risk behavior results to improve student learning? (Enter N/A if you have not completed the MiPHY survey.)**

N/A

**Describe how decisions about curriculum, instruction and assessment are made at this school and which stakeholders are involved in the process.**

Curriculum, instruction, and assessment decisions are made at a district level. Committees are made of all stakeholders to determine the needs for curriculum, instruction, and assessment and then the group makes recommendations to the school board.

**What evidence do you have to indicate the extent to which the standards are being implemented?**

The Common Core State Standards are embedded within our curriculum. Our IOWA Form E is a Common Core State Standards aligned tool that shows where our students perform on the standards.

# **School Additional Requirements Diagnostic**

## **Introduction**

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

## School Additional Requirements Diagnostic

Label	Assurance	Response	Comment	Attachment
	Literacy and math are tested annually in grades 1-5.	Yes	District and grade level assessments occur throughout the school-year. Student achievement is closely monitored. At the district level, we give the IOWA Form E full battery to all students twice a year. We also have require data collection for MLPP and DRA2 to monitor student progress in literacy. This data is collected during three points of the school year and monitored for adequate growth.	

Label	Assurance	Response	Comment	Attachment
	Our school published a fully compliant annual report. (The Annual Education Report (AER) satisfies this). If yes, please provide a link to the report in the box below.	Yes	<a href="http://www.wcs.k12.mi.us/curriculum/Annual_Report/index.htm">http://www.wcs.k12.mi.us/curriculum/Annual_Report/index.htm</a>	

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

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

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

**School Improvement Plan**

Willow Woods Elementary School

Label	Assurance	Response	Comment	Attachment
	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	Sharon Irvine, Chief Human Resources Officer 31300 Anita, Warren, MI 48093. 888-4WCS-KIDS	

Label	Assurance	Response	Comment	Attachment
	The institution has a School-Parent Involvement Plan (that addresses Section 1118 activities) that is aligned to the District's Board Policy. If yes, please attach the School-Parent Involvement Plan below.	Yes	The link below is the District's Board Policy and our School-Parent Involvement Plan, attached, is directly aligned to the Board's Policy.  <a href="http://www.neola.com/warrenconsolidated-mi/search/ag/ag2112.htm">http://www.neola.com/warrenconsolidated-mi/search/ag/ag2112.htm</a>	WWoods School Parent Involvement Policy

Label	Assurance	Response	Comment	Attachment
	The institution has a School-Parent Compact. If yes, please attach the School-Parent Compact below.	Yes		Parent-School Compact 14-15

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



# **Title I Targeted Assistance Diagnostic**

## **Introduction**

This diagnostic tool is aligned to requirements for Title I Targeted Assistance schools. As described in sections 1111(b)(1), 1114 (b)(1)(A) and 1309(2) of the Elementary and Secondary Education Act (ESEA), the Comprehensive Needs Assessment (CNA) requirement is met by completing a School Data Analysis (SDA) and School Process Profile (SPP). 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: Needs Assessment**

### **1. How was the Comprehensive Needs Assessment conducted?**

Our school improvement leadership team had monthly meeting dates throughout the school year to review the data pulled together for the comprehensive needs assessment. Data reports were provided both electronically and in paper form from these data sources: Data Director, Data Manager, BAA, CEPI, MI School Data, and PowerSchool. The process for the data review included the identification of our achievement gaps in all content areas for all students and sub groups with multiple test results. Once the gaps were identified, the team led staff through the process of looking for connections that aligned with staff/parent/student, program, and demographic data. Finally, staff collaboratively prioritized the areas of greatest need for all and identified sub groups and preliminary priority goals. Strategies and activities were developed by the staff. The school improvement leadership team, which meets monthly, used the results to complete a final alignment to ensure that all data results aligned with the priority goals. Additionally, the team completed the School Data Analysis diagnostic in AdvancED. The school improvement leadership team communicated with staff at PLC meetings to ensure all stakeholders were involved in the process. Parent representatives are invited to be members of the School Improvement team by the principal. The principal explains the process for the SIP meetings during personal conversation with each parent. Parents who accept attend as many meetings as possible. We encourage parents to ask questions anytime during the meeting so there is no confusion. They are helpful in providing the parent perspective. Parents worked specifically on the review of the compact, the parent involvement plan and activities, collating and analyzing parent input and creating the evaluation survey and plan. Parent representatives are encouraged to share updates at PTO meetings or help write newsletter articles, etc. We sought additional input regarding the school culture, curriculum, Title I program, specific parent concerns, compact ideas, etc. from parents through surveys that were conducted both online and paper during the month of May. There were parent meetings that were held twice a year specifically to seek parent input. These meetings were held during the day and an interpreter was present to include assistance in communication. The process was completed in a collaborative manner with all stakeholders.

### **2. What process was used to identify children who are failing or most at risk of failing to meet the state core curriculum standards in the four core academic areas?**

The process of identifying students that are failing, or most at-risk of failing, begins with our staff identifying the students of concern. The names generated from the teachers is expanded from these sources: students who were on identified as at-risk the year before (we monitor students who have moved off the most at risk list to make sure that they are continuing to grow at an appropriate rate), students whose DRA2 scores are not at grade level, and students whose MEAP scores are in the three and four range for any subject. We also look at any student who is new to make sure that they are functioning on grade level. We look at attendance issues, student behavior, and any other factors, such as divorce or parent death, that are viewed as obstacles for that particular child. The student's data is entered on the eligibility criteria worksheet. The data collected on that sheet includes State Assessment data, MLPP/DRA 2, and Student Risk Screening Scale (SRSS), as well as the others indicated above. The students whose names are on this list are then examined to determine those that are the most at-risk. Those students that are determined to be most at-risk are targeted for intensive interventions. These students are not set using a specific line that they fall below, however, we look at targeting those in need. The percentage that we look to maintain is about fifteen percent of our student population. The students who also are ranked as at-risk, but do not fall in the percentage of the most at-risk, are provided additional supplemental opportunities, however, they do not receive the most intensive interventions. On our master sheet we also indicate what supplementary services, additional opportunities, most recent DRA2 scores, and enter/watch/exit dates. We do not move a student off this list until they have been in "watch" status for a year and are still growing at an appropriate rate. This is consistent by grade level and content subject. Our master data sheet is reviewed by Title I staff, teachers, and building principal during PLCs. This list is reviewed

after every new data point is available in order to maintain the most accurate picture of where these students are performing. If we have students that respond extremely well to the intensive intervention and get to grade level, they are moved to the watch list. Then the whole list is reviewed to determine the students that should move into those spots in the most intensive intervention group.

### **3. List the multiple, educationally related, objective criteria established for the needs assessment process - consistent by grade level and content area - to identify children who are failing or most at risk of failing to meet the state core curriculum standards in the four core academic areas.**

In the core areas, these are the criteria we use to identify the students at risk as well as attendance issues (significant absences, tardies, truancy).

Beginning in the 2013-14 school year, our students will be building their own student portfolios. They will collect their best work within the core areas and be able to see their own progress throughout the year. The goal is for students to be invested in their own learning and progress.

In English Language Arts/Reading, Kindergarten, we use the MLPP at the beginning of the school year and then DRA2 in the Spring. First - fourth grade, we use the DRA 2 scores. Student's scores should be on par with the scores expected at their grade at that time of the year. MLPP/DRA2, student performance in the classroom on English language arts/reading activities are also evaluated. In fifth grade, we use the DRA 2 scores. Student's scores should be on par with the scores expected at their grade at that time of the year as well as their classroom performance in English language arts. MLPP/DRA2, student performance in the classroom on English language arts/reading activities are also evaluated. Additional criteria used to identify and select students for services are: MLPP, DRA2, IOWA, common assessments, and state assessments.

In writing, kindergarten, first, and second grade, we use the MLPP rubric for writing along with adaptations by Lucy Calkins. Third - fifth grade we use the MEAP writing rubric. Along with the rubrics indicated, our classrooms have writing portfolios that are used to maintain progress on individual student growth. We also use building and grade level writing assessments that are reviewed during PLC time to determine adequate progress. Additional criteria used to identify and select students for services are: MLPP, DRA2, Iowa, common assessments, state assessments, and district writing assessments ("not proficient" based on the scoring rubric).

In math, kindergarten through fifth grade student progress with mathematical concepts is reviewed using classroom assessments as well as the IOWA, MEAP, and our common assessments. Students are expected to understand key concepts by grade level. Students that do not make adequate progress on those concepts are targeted for re-teaching. Additional criteria used to identify and select students for services are: IOWA, common assessments, common assessments, and state assessments.

In science and social studies, kindergarten through fifth grade, we look for the ability to understand vocabulary and follow directions. These skills are tracked in the classroom. Those skills, along with classroom assessments, IOWA, MEAP, and our common assessments, are additional criteria that are used to determine appropriate student progress. Additional criteria used to identify and select students for services are: IOWA, common assessments, and state assessments.

### **4. For schools with preschool through grade 2: Describe the identification process for preschool through grade 2 if it is based solely on criteria such as teacher judgment, interviews with parents and developmentally appropriate measures that determine which children are failing or most at risk of failing to meet the State's challenging content and student performance standards.**

## School Improvement Plan

Willow Woods Elementary School

---

During PLC meetings, teachers in kindergarten through grade two work with the Title I teacher and principal to identify students based on the following criteria: Teacher recommendation: (must provide objective criteria, such as, inability to communicate with others appropriately, unable to sit still or follow one-step directions); MLPP/DRA/running record of at least one year below grade level; district common math assessments; district writing assessment; attended Head Start, "World of Fours"/GSRP, or Early Childhood Special Education (ECSE) Program; homeless, and parent interviews. We also look at the IOWA scores for students in the first and second grade. We also have begun to use the Student Risk Screening Scale (SRSS) to determine those students whose behavior puts them at risk of failing. Our plan for the 2014-2015 school year address proactively those students who present as at-risk using a new program called 'Why Try'. This program is designed to build skills for students that help them make better choices which provide freedom, opportunity, and self respect.

## **Component 2: Services to Eligible Students**

### **1. Describe the Title I, Part A program services which are provided to ensure eligible children receive supplemental assistance in the four core academic areas.**

A part-time Title I teacher is employed to assist identified at-risk students. The teacher works specifically with small groups of those students who are identified most at-risk. The teacher uses a research supported intervention program, Leveled Literacy Intervention. All students getting pulled out for this service get a minimum of 30 minutes daily. Those most at-risk students work with the teacher as well as additional opportunities are provided for our at-risk students that do not qualify for the intensive intervention. All students that qualify to receive support get the following: weekly interactive reading resources throughout the school year, end of the year summer program, Raz Kids, Book Flix, Brain-pop, lunchtime workshops, and parent support classes.

### **Component 3: Incorporated Into Existing School Program Planning**

#### **1. How is program planning for eligible students incorporated into the existing school improvement planning process?**

Willow Woods has been involved with the NCA/AdvancED school improvement process for many years. The members of the school improvement leadership team were involved in all aspects of the plan. School improvement meetings were held to provide opportunities for collaboration between staff, administration, and parents. The principal and grade level teacher representatives each took a portion of the plan to work on and gather data. Staff examines student achievement data (state and local assessments), school programs/process data (progress monitoring results, self-assessments), perceptions data (various stakeholder surveys), and demographic data throughout the year during weekly Professional Learning Community (PLC) time. The Targeted Assistance Plan is aligned with the Michigan State Framework (GLCES, now transitioning to the Common Core), and Public Act 25. Warren Consolidated School has a process for the review and revision of curriculum on a timely basis. Curriculum teams, which include the Chief Academic Officer, administrators, and teachers meet to review and revise curriculum in accordance with State and district timelines. A Curriculum Review multi-year planning calendar is on file in the Curriculum and Instruction Office through the year 2018.

## Component 4: Instructional Strategies

### **1. Which instructional strategies in the plan focus on helping eligible students reach the State's standards in the four core curriculum academic areas?**

Strategies that are utilized to help eligible students include use of the research based Leveled Literacy Interventions as well as professional development for teaching staff on the strategies. We will be learning and implementing SIOP (Sheltered Instruction Observation Protocol), Classroom Instruction that Works, and explicit vocabulary instruction (Robert Marzano's vocabulary building). The strategies that will continue to be used and refined are: differentiated instruction, family engagement through both fun and educational methods, Positive Behavior Intervention and Support, subscription literacy supplemental services (Raz Kids, Book Flix and Brain Pop), and individualized math interventions.

### **2. Identify the research-based methods and strategies in the plan that ensure effective methods will be utilized to improve overall student academic achievement.**

Strategies that are utilized to help eligible students include utilizing the research based Leveled Literacy Interventions which increase the quantity and quality of instruction for eligible students because it is used to target our most at-risk students; these students receive more instruction and the quality of the instruction is presented in a small group method which provides instruction specifically designed to meet the needs of that individual student. The professional development for teaching staff on the strategies is targeted to increase our teaching staff's depth of knowledge and skill at implementation. We will be learning and implementing SIOP (Sheltered Instruction Observation Protocol), Classroom Instruction that Works, and explicit vocabulary instruction (Robert Marzano's vocabulary building). All of these are researched based strategies designed to increase the quantity and quality of instruction. These are strategies that will continue to be used and refined to increase instructional quantity and quality: differentiated instruction, guided reading, Sitton Spelling/Words Their Way, family engagement through both fun and educational methods, Positive Behavior Intervention and Support, subscription literacy supplemental services (Raz Kids, Book Flix and Brain Pop), and individualized math interventions

### **3. Describe your extended (supplemental) learning program, including how it provides an accelerated quality curriculum.**

The data is indicating accelerated growth for our most at-risk students who are receiving supplemental intensive instruction and it is creating the impact in student growth. The program that we have begun to use this year is Raz-Kids, an online resource. We have trained parents and students to use this program at home and targeted students can also use it in the general education classroom. The support staff monitor student usage and provide additional time during lunch recess for extra work. Students that are reading a large quantity are recognized and given certificates during whole school assemblies. Our Title I and language acquisition programs function as a small group guided reading opportunities using Leveled Literacy Intervention (LLI) program, Read Naturally, and specific phonics concepts. Students are monitored through MLPP/DRA2, IOWA, and MEAP for growth.

### **4. Describe how you ensure that students are rarely pulled from their regular classroom to receive supplemental instruction through extended learning opportunities.**



## School Improvement Plan

Willow Woods Elementary School

---

Students are required to leave their regular education classroom to receive intensive interventions, however this does not occur during their core direct instruction. Logs are kept of when students are pulled and classroom teachers have a regular weekly schedule; teacher's lesson plans provide evidence that direct instruction is always protected. The weekly schedule allows the teacher to provide tier one and two interventions in the classroom for those students who do not qualify for intensive instruction by the Title I teacher.

## **Component 5: Title I and Regular Education Coordination**

### **1. In what ways do ongoing coordination and integration occur between regular education and supplemental Title I, Part A programming - including services for children with Limited English Proficiency, if applicable?**

All programs and resources are coordinated and integrated towards the achievement of the school goals. Warren Consolidated Schools employs an Administrator of State and Federal Programs to oversee all aspects. The building principal coordinates with the Office of Curriculum and Instruction, Department of State and Federal Programs, the Department of Community Services (Headstart, GSRP and Preschool programs), Departments of Nutrition Services, and Transportation and Business departments to ensure that funding and programs are integrated into the school's instructional program and operations. Through the weekly PLC process, teacher teams meet with Title I staff to coordinate student services. Additional grade-level meetings also occur with the Title I staff and building principal. In addition, services are coordinated at these times with language acquisition staff. Title I staff representatives serve on the school improvement leadership team and participate in the coordinated planning, implementation, monitoring, and evaluation of the School Improvement Plan and Title I Components.

### **2. For schools with kindergarten: Describe the school's transition plan for preschool age children that involves more than a once a year visitation to the kindergarten classroom.**

Principals and kindergarten teachers connect with parents by attending parent literacy and math preschool nights three times per year. Additionally, our school encourages participation with building activities. All preschool families receive the building newsletter and are welcomed to attend any building evening activities. A district-level informational meeting is held on two evenings for parents of incoming kindergarteners. We invite any preschooler, who attends our school, to come to our Countdown to Kindergarten Celebration. At that celebration, students work with staff on activities designed to assess their kindergarten readiness and parents are provided with small group opportunities to learn about school procedures, health issues, lunches, latch key, and transportation. The students each receive a bag that includes a story about starting kindergarten, scissors, glue, activities, and information for parents on things that can be done to help get their child get ready for kindergarten.

### Component 6: Instruction by Highly Qualified Staff

Label	Assurance	Response	Comment	Attachment
	1. Do all of the Title I, Part A instructional paraprofessionals meet the NCLB requirements for highly qualified? Provide an assurance statement regarding this.	Yes	All para-professionals 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
	2. Do all of the teachers meet the NCLB requirements for highly qualified? Provide an assurance statement regarding this.	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 7: High Quality and Ongoing Professional Development/Learning

**1. What types of ongoing and sustained professional development/learning will the staff (teachers, principals, and paraprofessionals) receive to work with Title I Part A eligible children in the Targeted Assistance program or in the regular education program?**

Professional development that has been provided district wide includes, but is not limited to, literacy training - targeting guided reading and writing, SLECT Training, Differentiated Instruction, reading, DRA(2), Classroom Instruction that Works, SIOP, MTSS, math intervention strategies, Common Core Standards, vocabulary intervention strategies (math, science, and social studies included), kindergarten best practice and intervention workshops, START training, and Café/Daily Five.

**2. If appropriate, what types of ongoing and sustained professional development/learning will be provided to parents, pupil services personnel, and other staff who work with Title I Part A eligible children in the Targeted Assistance program or in the regular education program?**

Professional development is sustained and ongoing through weekly PLC meetings, regularly scheduled staff meetings, and the district's commitment to long term professional learning opportunities, especially in ELA. The long term opportunities include Classroom Instruction That Works and continued literacy training. This next school year will include professional learning in development of oral language and SIOP. We will be working on learning best practices in differentiating curriculum for all subjects and will continue to work on understanding how to get students to obtain mastery of academic vocabulary.

Label	Assurance	Response	Comment	Attachment
	3. Your school's professional development/learning plan or calendar is complete.	Yes	Our school's professional learning plan is attached.	2014-15 Professional Development Plan

## Component 8: Strategies to Increase Parental Involvement

### 1. How are parents involved in the design of the Targeted Assistance program plan?

Willow Woods has designed a parent program consisting of, but not limited to, parent surveys following each parent event, parent workshops focusing on areas determined by the parent surveys, Title I parent meetings, Title I parent input regarding the Title I plan, parent input at monthly Parent/Teacher Participation Organization meetings, Parent/Teacher conferences, and Teachers share the Parent Compact twice a year at Parent/Teacher conferences.

### 2. How are parents involved in the implementation of the Targeted Assistance program plan?

Parents were notified of their child's participation in the Title I program by the general education teacher. Parents were provided evening learning events to help their child, students took home weekly book-bags with reading activities to practice at home. These are provided to every at-risk child. There were meetings at the beginning and at the end of the school year explaining to parents the Targeted Assistance program, and getting their feedback on what they would like to see to make their child more successful.

Label	Assurance	Response	Comment	Attachment
	3. Are parents involved in the evaluation of the Targeted Assistance program plan? How are parents involved in the evaluation of the Targeted Assistance program plan?	Yes	Every year as part of our continuing process, parents are asked for their input on their beliefs about the fidelity and effectiveness of the items within the plan. We get parents input in the following methods: formal parent survey, input from our SIP parent members, personal comments made during face to face meetings, and through comments made throughout the process of communicating about their child.	

### 4. Describe how the parent involvement activities outlined in Section 1118 e (1)-(5) and (14) and Section 1118 (f) are implemented.

The district webpage provides a video on understanding the new cut scores. "Parent Portal" (parent web access) provides parents access to student attendance, overall grades, and class grade/progress. Willow Woods provides an easy to understand booklet at fall Curriculum Night where teachers go over the State Standards. Additionally, there is an informational letter provided for interpretation of the MEAP data results. We also offer workshops on strategies that will support learning at home and Willow Woods' web site has links to resources for parents.  
(1118e 1)

The District webpage, under the Parent Resources tab, provides information on: Michigan's Grade Level Content Expectations and Common Core State Standards; K-12 IOWA Assessments (webpage and PowerPoint); and district assessment calendar. Quarterly parent preschool nights and the summer preschool programs provide training and materials on reading to young children. The Title I teacher, classroom teachers and ELL tutors work with parents on literacy topics, writing, fine motor skills, mathematics skills, and understanding State/District

assessments. (1118e 2)

The district offers Joyce Epstein's "School Family Community Partnerships" Training yearly. The Counselor and Social Worker also provide community resources for families and assist staff with engaging and understanding families. (1118e 3)

Boosters, KidEquip, other district schools, GSRP/World of Fours Program, and HEADSTART are some programs that are coordinated at Warren Consolidated Schools. Bringing real-world experiences into the classroom is an important part of the curriculum. Teachers and other staff utilize community programs such as the Sterling Heights Police Dept., the Sterling Heights Fire Dept., the Sterling Heights Public Library, and local businesses to encourage parental and community involvement in the school. (1118e 4)

WCS provides information to parents in a variety of formats to meet the needs of our diverse population. 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. 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. Warren Consolidated Schools provides information to parents in a variety of formats to meet the needs of our diverse population. (1118e 5)

To provide parental support, staff regularly makes accommodations. Parent teacher conferences are scheduled with flexibility; including before and after-school, and during prep periods to accommodate parents schedules. (1118e 14)

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. (1118f)

### **5. Describe how the parent involvement activities are evaluated.**

After each activity a survey is distributed for parents to evaluate the program. Parent meetings will be held minimally twice a year, and parent surveys will be collected in the spring.

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

Our Parent Teacher Student Compact was jointly developed with parents for all children served. Each school-parent agreement outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. The compact also outlines the means by which the school and parents will build and develop a partnership to help children achieve the state's high standards.

## School Improvement Plan

Willow Woods Elementary School

Label	Assurance	Response	Comment	Attachment
	7. Do you have a Title I School-Parent Compact?	Yes	Our school has a Title I School-Parent Compact. 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 in all classrooms and is referenced periodically by staff. Staff reviews the compact at Fall Parent-Teacher's Conferences in November.	Parent-School Compact 14-15

### 8. How does the school provide individual student academic assessment results in a language parents can understand?

WCS 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. IOWA assessment results are explained in parent friendly language in a PowerPoint with oral presentation that is available under the "Parent Resources" section of our district webpage. Staff share results with parents during conferences or informal discussions, phone calls, emails, and newsletters using parent friendly/non-academic language.

Label	Assurance	Response	Comment	Attachment
	9. Does the school have a Title I Parental Involvement Policy/Plan?	Yes		WWoods School Parent Involvement Policy

### 10. Describe how the parent compact is used at elementary-level parent teacher conferences.

All parents of Title I students receive the Parent/Teacher/Student/School Compact at parent teacher conferences in the fall. At any further conferences with parents, the compact is used as part of the discussion.

## **Component 9: Coordination of Title I and Other Resources**

### **1. Describe how the Federal, State and local programs are coordinated and integrated to serve eligible children.**

Warren Consolidated Schools employs an Administrator of State and Federal Programs (1.0 FTE Title I) to ensure services to eligible students are coordinated. Our Title I teacher provides 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 academic goals. Parent involvement activities are designed and implemented throughout the year. Parents have multiple opportunities for providing input into the school plan and the Title I 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, and diagnostic assessment learning (DRA2). Additionally, our school receives an annual general fund allocation to support school improvement activities.

Early childhood Federal and State grants, Great Start Readiness Program (WCS World of Fours Program), provide 10 classrooms of free, quality preschool programs at Holden, Lean, and Siersma elementary schools. 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.

Title III provides supplemental instructional support to eligible students weekly, a family resource assistant works 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.

IDEA provides six classrooms of quality early childhood special education at Siersma Elementary. Our Department of Nutrition Services provides federally subsidized nutritious breakfasts, lunches, and after school snacks during the school year and in the summer at no or low cost to eligible students.

The building-level budget provides resources for additional instructional materials that support the goals of our SIP plan. Blessings in a Backpack, is a district initiative whereby staff and community volunteers provide weekend backpacks of food for more than 300 eligible students. This program is supported 100% by donations. Our district is not eligible for Section 31a, state grant for neither at-risk students nor other Title I grants.

### **2. Describe how the plan demonstrates coordination and integration of Federal, State and local programs and services in a manner applicable to the grade levels of the school: violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.**

Our school coordinates and integrates the Federal Nutrition Program into our school program. All students have the opportunity to receive breakfast and lunch on a daily basis. Our school does not participate in the adult education, vocational/technical education and job training programs.



## **Component 10: Ongoing Review of Student Progress**

### **1. Describe how the progress of participating students is reviewed on an ongoing basis.**

Progress is reviewed through weekly PLC meetings, and through bi-monthly meetings between the leadership team and the Title I teacher using the following data: MLPP/DRA2, Iowa, and MEAP.

### **2. Describe how the Targeted Assistance program is revised to provide supplemental learning opportunities that enable participating children to meet the State's challenging student achievement standards.**

Throughout each year, data is evaluated to determine the effectiveness of the targeted assistance plan. Parts of the plan that are supported by sound data that shows student growth are continued. Any areas of the plan where the data does not support strong growth is reevaluated to determine if its implementation should be changed or whether it should be removed from next year's plan.

### **3. Describe how teachers have been trained to identify students who need additional assistance or how to implement student achievement standards in the classroom based on the review of student progress.**

Using DRA2 assessments, students are identified and course work is adjusted as necessary. We have had intensive teacher literacy training with classroom observations to make sure that teachers understand the methods necessary to provide additional support. Through the 2014-2015 plan, we will be continuing to work on staff efficacy by implementing the concepts in Classroom Instruction That Works, SIOP, explicit oral language training, and building academic vocabulary.

## **Evaluation**

NOTE: This is NOT a Targeted Assistance Plan Rubric Requirement---but it IS part of the process of Continuous School Improvement. This has been patterned after the Schoolwide Plan requirements, and it fulfills PA 25 requirements for an annual review of the plan.

### **1. Describe how the school evaluates the implementation of the Targeted Assistance program at least annually.**

Every year as part of our continuing process, parents are asked for their input on their beliefs about the fidelity and effectiveness of the items within the plan. We get parental input in the following ways: a formal parent survey, input from our SIP parent members, personal comments made during face to face meetings, and through comments made throughout the process of communicating about their child. Along with the parent input, student data is reviewed to determine whether accelerated growth has occurred as a result of specific interventions.

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

Using data from the state's annual assessments, students who have been part of the targeted group have their progress reviewed specifically to determine what gaps are still present and whether the gaps have decreased. Other indicators that are used include IOWA scores from fall to spring, and DRA2 scores from fall to spring.

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

Every year as part of our continuing process, parents are asked for their input on their beliefs about the fidelity and effectiveness of the items within the plan. We get parental input in the following ways: a formal parent survey, input from our SIP parent members, personal comments made during face to face meetings, and through comments made throughout the process of communicating about their child. Along with the parent input, student data is reviewed to determine whether accelerated growth has occurred as a result of specific interventions.

### **4. Describe the process that is followed by the school to revise the plan, as necessary, based on the evaluation, to ensure continuous improvement of eligible students in the Targeted Assistance program.**

The plan is monitored throughout the school year. Goals are reviewed after each grading period. Beginning in the second semester, the process for reevaluation starts. Gathering data and having detailed conversations about the effectiveness of our plan using the data is a continuous process.

# **SIP Plan 2014-2015**

## Overview

### Plan Name

SIP Plan 2014-2015

### Plan Description

## Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students will meet or exceed state and local standards in reading.	Objectives: 1 Strategies: 2 Activities: 8	Academic	\$11500
2	All students will meet or exceed state and local standards in mathematics.	Objectives: 1 Strategies: 3 Activities: 7	Academic	\$5600
3	All students will meet or exceed state and local standards in writing.	Objectives: 1 Strategies: 2 Activities: 5	Academic	\$2000
4	All students will meet or exceed state and local standards in science.	Objectives: 1 Strategies: 2 Activities: 4	Academic	\$4250
5	All students will meet or exceed state and local standards in social studies.	Objectives: 1 Strategies: 2 Activities: 4	Academic	\$7000

## Goal 1: All students will meet or exceed state and local standards in reading.

### Measurable Objective 1:

76% of Kindergarten, First, Second, Third, Fourth and Fifth grade students will demonstrate a proficiency in fluency, accuracy, and comprehension in both fiction and non-fiction text in English Language Arts by 06/15/2015 as measured by state assessments, IOWA, and assessments used for progress monitoring within the school..

### Strategy 1:

Tier 1: Differentiated Instruction/Guided Reading - Classroom teachers will provide instruction at students' individual levels, guided reading, using the resources of the Literacy Library in conjunction with the CAFE system; comprehension, accuracy, fluency, and extending vocabulary. This will occur daily for a 90 minute reading block. Research Cited: CAFE is supported by research that goes back decades, beginning with Betts (1946), who spoke of matching readers with appropriate text that they can read independently. This strategy is found on the CAFE menu under Fluency with the emphasis on students reading "goodfit books." Pressley (2006) found that the more effective classrooms have a distribution of wholeclass, smallgroup, and sidebyside instruction. This closely resembles a classroom incorporating The Daily 5 & CAFE structures. Johnston, Allington, and Afflerbach (1985) explained that in order for learners to develop goaldirected strategies, they must have clear goals. Fountas, I.C. & Pinnell, G.S. (2012). Guided Reading: The Romance and the Reality. The Reading Teacher, 66(4), 268–284. doi: 10.1002/TRTR.01123

Tier: Tier 1

Activity - Tier 1: Student Portfolios	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
---------------------------------------	---------------	------	-------	------------	----------	-------------------	-------------------	-------------------

## School Improvement Plan

Willow Woods Elementary School

<p>Research shows that students at all levels see assessment as something that is done to them on their classwork by someone else. Beyond "percent correct," assigned letter grades, and grammatical or arithmetic errors, many students have little knowledge of what is involved in evaluating their classwork. Portfolios can provide structure for involving students in developing and understanding criteria for good efforts, in coming to see the criteria as their own, and in applying the criteria to their own and other students' work.</p> <p>Research also shows that students benefit from an awareness of the processes and strategies involved in writing, solving a problem, researching a topic, analyzing information, or describing their own observations. Without instruction focused on the processes and strategies that underlie effective performance of these types of work, most students will not learn them or will learn them only minimally. And without curriculum-specific experience in using these processes and strategies, even fewer students will carry them forward into new and appropriate contexts. Portfolios can serve as a vehicle for enhancing student awareness of these strategies for thinking about and producing work--both inside and beyond the classroom. Students will meet with teachers at a minimum of twice a month to go over each student's progress as documented in their portfolio. During this time goals will be developed to be worked on until the next meeting date. A meeting date sheet will be at the back of every student's portfolio.</p> <p>Marzano, R. (Dec. 2009). When students track their progress. Educational Leadership, December 2009/January 2010 (67)4, p. 86-87.</p>	Monitor	Tier 1	Implement	09/02/2014	06/15/2015	\$0	General Fund	All teaching staff
---	---------	--------	-----------	------------	------------	-----	--------------	--------------------

Activity - Tier 2:Leveled Literacy Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>The leveled literacy intervention program is a research based and data driven program that is effective for Title I as well as ELL students. It consists of reading, writing, phonics, phonemic awareness lessons that are done sequentially on a daily basis in 30-45 minute increments with 4 students in a group at a time. The curriculum is easy to follow and incorporates all the necessary literacy pieces for a successful small group intervention. The data shows improvements in their reading fluency and comprehension levels as well as their language proficiency levels.</p>	Academic Support Program	Tier 2	Implement	09/03/2013	06/12/2015	\$1000	Title I Part A	Title 1 teacher Language Acquisition Teacher

Activity - Tier 1: PBIS (Positive Behavior Intervention and Support)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
--	---------------	------	-------	------------	----------	-------------------	-------------------	-------------------

## School Improvement Plan

Willow Woods Elementary School

School-wide Positive Behavior Support is a systems approach to establishing the social culture and behavioral supports needed for all children in a school to achieve both social and academic success. Students are actively taught behavioral expectations and there are systems designed to provide consequences and celebrations for students. We use SWIS (Schoolwide Information System) to log information on students behaviors. This is a web based program which graphs office discipline referral data. This program creates instant graphs for behavioral incidents per day- per month, time of day, specific behaviors, location and by specific student. This program allows for an analysis of patterns for students with behaviors that put them at risk. Swis will be used to monitor and evaluate the PBIS program.	Behavioral Support Program	Tier 1	Implement	09/03/2013	06/12/2015	\$500	General Fund	All staff
---	----------------------------	--------	-----------	------------	------------	-------	--------------	-----------

Activity - Tier 2: Why Try	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
This is an online instructional tool to teach students behavioral expectations and ways to manage normal conflict. This will be used with all students who rank as At-Risk using the Student Risk Screening Scale (SRSS). This will be a systematic response for all Tier 2 & 3 behavior students. Data will be kept using the SWIS program about behavior occurrences both before and after the implementation to determine if WHY TRY has reduced poor behavior choices.	Behavioral Support Program	Tier 2	Implement	09/02/2014	06/10/2016	\$1000	Title I Part A	Principal and support staff

Activity - Tier 1: Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will engage in research based professional learning including but not limited to the following activities: Classroom Instruction That Works has been one of the best-selling and most widely used books on effective strategies that increase student achievement. Dean, C. B., Stone, B., Hubbell, E., & Pitler, H. (2012). Classroom instruction that works: Research-based strategies for increasing student achievement (2nd ed.). Alexandria, VA: ASCD. Professional Development Tier 1 -McReL's Classroom Instruction that Works -Common Core State Standards -Differentiated Instruction -Guided Reading	Professional Learning	Tier 1	Implement	09/02/2014	06/10/2016	\$1000	General Fund	All Staff

Activity - Tier 1: Family Engagement/Involvement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
--	---------------	------	-------	------------	----------	-------------------	-------------------	-------------------



## School Improvement Plan

Willow Woods Elementary School

School staff will support opportunities for family engagement that: -celebrate student achievements -support student learning through after school workshops or evening events	Parent Involvement	Tier 1	Implement	09/02/2014	06/10/2016	\$2000	Title I Part A	Teaching Staff
--	--------------------	--------	-----------	------------	------------	--------	----------------	----------------

Activity - Tier 1: Technology Enhanced Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Through the use of a variety of online and subscription based programs such as: Raz Kids, Reading A-Z, and Brain Pop, so instruction can be individualized so that all students are being taught concepts at their instructional level. These are resources that are used at school and at home to help differentiate for students with a more visual learning style.	Academic Support Program	Tier 1	Implement	09/02/2014	06/10/2016	\$4000	Title I Part A, General Fund	All general education, special education, and support staff

### Strategy 2:

Tier 2: Explicit 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 the foundation for comprehending text and communicating effectively. This will be a year where the staff is trained in how to explicitly teach Oral Language. The staff was trained on how to use the Mondo kits to begin this instruction and will get more professional instruction during the 2014-15 school year. We will be targeting our at risk students to have a minimum of 30 minutes explicit oral language instruction three times per week on top of the 90 minute reading block. We will be using a rubric to monitor and evaluate students' progress during this implementation.

Research Cited: An Evaluation Report on the Impact of Mondo Publishing's Building Essential Literacy (BEL) Design and Bookshop Reading Program 1998–1999 and 1999–2000 School Years, Peter W. Hill, Ph.D. and Angela M. Jaggard, Ph.D

Echevarria, J., Vogt, M.E., & Short, D. (2004). Making content comprehensible for English language learners: The SIOP model (2nd Ed.). Boston: Pearson, Allyn & Bacon

Tier: Tier 2

Activity - Tier 1: Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will engage in research based professional learning including but not limited to the following activities:  The SIOP Model: Sheltered Instruction for Academic Achievement, Oral Language, Mondo	Professional Learning	Tier 1	Getting Ready	09/02/2014	06/10/2016	\$2000	Title I Part A, Title III	All teaching Staff

## Goal 2: All students will meet or exceed state and local standards in mathematics.

## School Improvement Plan

Willow Woods Elementary School

### Measurable Objective 1:

57% of All Students will demonstrate a proficiency in problem solving strategies in Mathematics by 06/15/2015 as measured by State Assessments, IOWA, and assessments used for progress monitoring at the school including but not limited to; unit tests, weekly and daily class work..

### Strategy 1:

Tier 1:Differentiated Instruction/Balanced Math - Teachers will differentiate math instruction daily during a 60 minute math block.

Research Cited: Myers, Ron Y., "The Effects of the Use of Technology In Mathematics Instruction on Student Achievement" (2009). FIU Electronic

Theses and Dissertations. Paper 136.

<http://digitalcommons.fiu.edu/etd/136>

Tier: Tier 1

Activity - Tier 1: Technology Enhanced Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Through the use of a variety of online and subscription based programs such as: xtramath.org, ixl.com, abcya.com, and the Envision resources, math instruction can be individualized so that all students are being taught concepts at their instructional level. These tools will help teachers to be able to enhance all student's math levels. The data collected within these programs will be used to monitor and evaluate their usage.	Technology	Tier 1	Implement	09/02/2014	06/15/2015	\$0	General Fund	All teaching staff
Activity - Tier 2: Targeted Math Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students not achieving grade level expectations in math will receive 30 minutes of small group math instruction three times per week on their instructional level.	Academic Support Program	Tier 2	Implement	09/02/2014	06/10/2016	\$1000	Title I Part A	All general education teachers and title one teacher
Activity - Tier 1: Math Journals	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will have a productive discourse in mathematics using the math journals. Students will use math journals in their class at least 4-5 times a week as part of their math block. Teachers will help students make sense of mathematics by supporting the students' writing to organize, clarify, and reflect on their ideas. Teachers will receive information on how to appropriately monitor and evaluate students' use of the math journals.	Implementation	Tier 1	Monitor	09/02/2014	06/10/2016	\$1000	General Fund	All general education, special education, and support staff

## School Improvement Plan

Willow Woods Elementary School

Activity - Tier 1: Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will engage in research based professional learning including but not limited to the following activities: -McReL's Classroom Instruction that Works -Common Core State Standards for Math - Math differentiation: guided math/balanced math - Math Journals and scoring clinics	Professional Learning	Tier 1	Getting Ready	09/02/2014	06/10/2016	\$0	General Fund	Teaching Staff
Activity - Tier 1: Parent Engagement/Family Involvement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School staff will support opportunities for family engagement that: -provide parents with access to electronic tools and media to gain information -celebrate student achievements -support student learning through after school workshops or evening events	Parent Involvement	Tier 1	Implement	09/02/2014	06/10/2016	\$600	General Fund, Title I Part A	Teaching Staff

### Strategy 2:

Tier 1: Explicit Vocabulary Instruction - Explicit vocabulary instruction emphasizes building vocabulary word knowledge, comprehension and word-learning strategies. Each grade level has a core list of words that that will be tracked on an Excel spreadsheet using authentic math assessments to determine students' understanding of the core math vocabulary taught by grade. The target is for 100% of the students at each grade level will have mastered the words on the grade level lists.

Research Cited: Building background knowledge for academic achievement [electronic resource] : research on what works in schools. Robert J. Marzano. Alexandria, Va. : Association for Supervision and Curriculum Development, c2004.

Cockrum, W.A., Markel, S.L., (2007). The Four Square Vocabulary Instruction Strategy.

The Journal of the International Association of Special Education, (8)1, 98-100.

Retrieved October 15, 2007, from ProQuest Educational Journals.

Tier: Tier 1

Activity - Tier 1: Vocabulary Notebook	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will have a Vocabulary notebook that will incorporate Four Square Vocabulary or Marzano's 6-Step Vocabulary Process. Each grade level has a list of target words and teachers will assess students' vocabulary understanding based on evaluating authentic assessments used in the related core academic areas.	Implementation	Tier 1	Implement	09/02/2014	06/15/2015	\$1000	General Fund	All teaching staff

**Strategy 3:**

Tier 2: Explicit Oral Language Instruction - Teachers will instruct students on how to have classroom discussions. Once teachers have instructed students then they will facilitate student discussions in small group and whole group settings in mathematics. Teachers will lead discussions to help students use oral language skills to communicate precisely with correct vocabulary to construct viable arguments and critique the reasoning of others. Teachers will monitor student discussions in order to work on the precision of the mathematics terms. These oral language sessions should be a minimum of 15 minutes three times a week during the math block.

Research Cited: Strategies for Oral Language Development in Math

By Erin Steeley, eHow Contributor

X Erin Steeley Erin Steeley is a full-time writer and freelancer who uses her background in education, sign language and art to create quality articles. She published her first book, "The Soldier and the Storyteller," in 2006. Steeley has a Bachelor of Arts degree in general studies from Pittsburgh State University.

Share Print this article Strategies for Oral Language Development in Math When studying math, children have to learn a new perspective on language and communication. They have to be given the vocabulary and methods that will help them to effectively communicate the skills that they learn.

Read more: [http://www.ehow.com/way\\_5798444\\_strategies-oral-language-development-math.html#ixzz331GEgipg](http://www.ehow.com/way_5798444_strategies-oral-language-development-math.html#ixzz331GEgipg)

Tier: Tier 2

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will engage in research based professional learning including but not limited to the following activities: Oral language, SIOP, MONDO, oral language practices.	Getting Ready	Tier 2	Getting Ready	09/02/2014	06/10/2016	\$2000	Title I Part A	All teaching staff

**Goal 3: All students will meet or exceed state and local standards in writing.**

**Measurable Objective 1:**

66% of All Students will demonstrate a proficiency with narrative and informational writing pieces in English Language Arts by 06/15/2015 as measured by State Assessments, Iowa, and assessments used for progress monitoring with the school..

**Strategy 1:**

Tier 1: Differentiated Instruction/Writers Workshop - Classroom teachers will differentiate writing instruction and provide mini-lessons that assist all children in the writing process during a daily 30 minute writing block. Students' writing conference form will be kept in each students' data portfolio.

Research Cited: Launching the writing workshop.Portsmouth, NH : FirstHand/Heinemann, 2006. .

Format: vii, p184: ill.

## School Improvement Plan

Willow Woods Elementary School

Tier: Tier 1

Activity - Tier 1: Writers Workshop	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students are provided strategies (based on Lucy Calkins) in order to produce a cohesive writing piece.	Implementation	Tier 1	Implement	09/02/2014	06/15/2015	\$0	General Fund	All teaching staff
Activity - Tier 2: Targeted Writing Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom teachers will differentiate writing instruction based on students individual needs. For those students who need additional support the Title I and Language Acquisition teacher will provide small group instruction.	Direct Instruction	Tier 2	Implement	09/02/2014	06/15/2015	\$0	General Fund, Title I Part A	All teaching staff, Title I teacher, and English Language Acquisition Teacher
Activity - Tier 1: Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will engage in research based professional learning including but not limited to the following activities: -McReL's Classroom Instruction that Works -Common Core State Standards -Lucy Calkins -Writer's Workshop	Professional Learning	Tier 1	Getting Ready	09/02/2014	06/10/2016	\$0	General Fund	Teaching Staff
Activity - Tier 1: Parent Engagement/Family Involvement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School staff will support opportunities for family engagement that: -provide parents with access to electronic tools and media to gain information -celebrate student achievements -support student learning through after school workshops School, Family and Community Partnerships: Your Handbook for Action. Epstein, Joyce Levy. Published: Thousand Oaks : Corwin Press, 2002. . Edition: 2nd.	Parent Involvement	Tier 1	Implement	09/02/2014	06/10/2016	\$0	General Fund	Teaching Staff

### Strategy 2:

Tier 2: Explicit Oral Language Instruction - The development of language plays a critical role in students' ability to acquire strong literacy skills, which include reading,

## School Improvement Plan

Willow Woods Elementary School

writing, listening, speaking, viewing and presenting. Explicit instruction in oral language development provides students with the foundation for comprehending text and communicating effectively. This will be a year where the staff is trained in how to explicitly teach Oral Language. Staff were training in using Mondo kits to begin this instruction and will get more professional instruction during the 2014-15 school year. We will be targeting our at risk students to have a minimum of 30 minutes explicit oral language instruction three times per week on top of the 90 minute reading block. We will be using a rubric to monitor and evaluate students' progress during this implementation.

Research Cited: An Evaluation Report on the Impact of Mondo Publishing's Building Essential Literacy (BEL) Design and Bookshop Reading Program 1998–1999 and 1999–2000 School Years, Peter W. Hill, Ph.D. and Angela M. Jaggar, Ph.D

Echevarria, J., Vogt, M.E., & Short, D. (2004). Making content comprehensible for English language learners: The SIOP model (2nd Ed.). Boston: Pearson, Allyn & Bacon

Tier: Tier 2

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will engage in research based professional learning including but not limited to the following activities: Oral language, SIOP, MONDO, oral language practices.	Getting Ready	Tier 2	Getting Ready	09/02/2014	06/10/2016	\$2000	Title I Part A	All teaching staff

## Goal 4: All students will meet or exceed state and local standards in science.

### Measurable Objective 1:

33% of All Students will demonstrate a proficiency in content specific vocabulary in Science by 06/15/2015 as measured by State Assessments, Iowa, and assessments used for progress monitoring with the school..

### Strategy 1:

Tier 1: Explicit Vocabulary Instruction - Explicit vocabulary instruction emphasizes building vocabulary word knowledge, comprehension and word-learning strategies. Each grade level has a core list of words that that will be tracked on an Excel spreadsheet using authentic science assessments to determine students' understanding of the core science vocabulary taught by grade. The target is for 100% of the students at each grade level will have mastered the words on the grade level lists.

Research Cited: Building background knowledge for academic achievement [electronic resource] : research on what works in schools. Robert J. Marzano. Alexandria, Va. : Association for Supervision and Curriculum Development, c2004.

Tier: Tier 1

Activity - Tier 1: Vocabulary Notebook	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
--	---------------	------	-------	------------	----------	-------------------	-------------------	-------------------

## School Improvement Plan

Willow Woods Elementary School

Students will have a Vocabulary notebook that will incorporate Four Square Vocabulary or Marzano's 6-Step Vocabulary Process. Each grade level has a list of target words and teachers will assess students' vocabulary understanding based on evaluating authentic assessments used in the related core academic areas.	Direct Instruction	Tier 1	Implement	09/02/2014	06/15/2015	\$250	General Fund	All Teaching Staff, Title I, and Language Acquisition Teacher
--	--------------------	--------	-----------	------------	------------	-------	--------------	---

Activity - Tier 1: Parent Engagement/Family Involvement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School staff will support opportunities for family engagement that: -celebrate student achievements -support student learning through after school workshops or evening events	Parent Involvement	Tier 1	Implement	09/02/2014	06/10/2016	\$0	General Fund	Teaching Staff

Activity - Tier 1: Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will engage in research based professional learning including but not limited to the following activities: -McReL's Classroom Instruction that Works -Common Core State Standards -Academic Vocabulary -Differentiated Instruction in Science	Professional Learning	Tier 1	Getting Ready	09/02/2014	06/10/2016	\$0	General Fund	Teaching Staff

### Strategy 2:

Tier 2: Explicit 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 the foundation for comprehending text and communicating effectively. This will be a year where the staff is trained in how to explicitly teach Oral Language. Staff were training in using Mondo kits to begin this instruction and will get more professional instruction during the 2014-15 school year. We will be targeting our at risk students to have a minimum of 30 minutes explicit oral language instruction three times per week on top of the 90 minute reading block. We will be using a rubric to monitor and evaluate students' progress during this implementation.

Research Cited: 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 the foundation for comprehending text and communicating effectively. This will be a year where the staff is trained in how to explicitly teach Oral Language. Staff were training in using Mondo kits to begin this instruction and will get more professional instruction during the 2014-15 school year.

Tier: Tier 2

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
-------------------------------------	---------------	------	-------	------------	----------	-------------------	-------------------	-------------------

## School Improvement Plan

Willow Woods Elementary School

Staff will engage in research based professional learning including but not limited to the following activities: Oral language, SIOP, MONDO, oral language practices.	Getting Ready	Tier 2	Getting Ready	09/02/2014	06/10/2016	\$4000	Title III, Title I Part A	All teaching staff
---	---------------	--------	---------------	------------	------------	--------	---------------------------	--------------------

## Goal 5: All students will meet or exceed state and local standards in social studies.

### Measurable Objective 1:

46% of All Students will demonstrate a proficiency in content specific vocabulary in Social Studies by 06/15/2015 as measured by State Assessments, Iowa, and assessments used for progress monitoring with the school.

### Strategy 1:

Tier 1: Explicit Vocabulary Instruction - Explicit vocabulary instruction emphasizes building vocabulary word knowledge, comprehension and word-learning strategies. Each grade level has a core list of words that that will be tracked on an Excel spreadsheet using authentic math assessments to determine students' understanding of the core math vocabulary taught by grade. The target is for 100% of the students at each grade level will have mastered the words on the grade level lists.

Research Cited: Building background knowledge for academic achievement [electronic resource] : research on what works in schools Robert J. Marzano. Alexandria, Va. : Association for Supervision and Curriculum Development, c2004.

Tier: Tier 1

Activity - Tier 1: Vocabulary Notebook	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will have a Vocabulary notebook that will incorporate Four Square Vocabulary or Marzano's 6-Step Vocabulary Process. Each grade level has a list of target words and teachers will assess students' vocabulary understanding based on evaluating authentic assessments used in the related core academic areas.	Implementation	Tier 1	Implement	09/02/2014	06/10/2016	\$0	General Fund	All teaching staff

Activity - Tier 1: Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will engage in research based professional learning including but not limited to the following activities: -McReL's Classroom Instruction that Works -Common Core State Standards -Academic Vocabulary -Differentiated Instruction in social studies areas of focus	Professional Learning	Tier 1	Getting Ready	09/02/2014	06/10/2016	\$3000	Title I Part A, General Fund	Teaching Staff



## School Improvement Plan

Willow Woods Elementary School

Activity - Tier 1: Parent Engagement/Family Involvement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School staff will support opportunities for family engagement that: -celebrate student achievements -support student learning through after school workshops or evening events	Parent Involvement	Tier 1	Implement	09/02/2014	06/10/2016	\$2000	General Fund, Title I Part A	Teaching Staff

### Strategy 2:

Tier 2: Explicit 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 the foundation for comprehending text and communicating effectively. This will be a year where the staff is trained in how to explicitly teach Oral Language. Staff were training in using Mondo kits to begin this instruction and will get more professional instruction during the 2014-15 school year. We will be targeting our at risk students to have a minimum of 30 minutes explicit oral language instruction three times per week on top of the 90 minute reading block. We will be using a rubric to monitor and evaluate students' progress during this implementation.

Research Cited: 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 the foundation for comprehending text and communicating effectively. This will be a year where the staff is trained in how to explicitly teach Oral Language. Staff were training in using Mondo kits to begin this instruction and will get more professional instruction during the 2014-15 school year.

Tier: Tier 2

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will engage in research based professional learning including but not limited to the following activities: Oral language, SIOP, MONDO, oral language practices.	Getting Ready	Tier 2	Getting Ready	09/02/2014	06/10/2016	\$2000	Title I Part A	All teaching staff

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Tier 2: Why Try	This is an online instructional tool to teach students behavioral expectations and ways to manage normal conflict. This will be used with all students who rank as At-Risk using the Student Risk Screening Scale (SRSS). This will be a systematic response for all Tier 2 & 3 behavior students. Data will be kept using the SWIS program about behavior occurrences both before and after the implementation to determine if WHY TRY has reduced poor behavior choices.	Behavioral Support Program	Tier 2	Implement	09/02/2014	06/10/2016	\$1000	Principal and support staff
Tier 2: Targeted Writing Intervention	Classroom teachers will differentiate writing instruction based on students individual needs. For those students who need additional support the Title I and Language Acquisition teacher will provide small group instruction.	Direct Instruction	Tier 2	Implement	09/02/2014	06/15/2015	\$0	All teaching staff, Title I teacher, and English Language Acquisition Teacher
Tier 1: Parent Engagement/Family Involvement	School staff will support opportunities for family engagement that: -celebrate student achievements -support student learning through after school workshops or evening events	Parent Involvement	Tier 1	Implement	09/02/2014	06/10/2016	\$2000	Teaching Staff
Tier 1: Parent Engagement/Family Involvement	School staff will support opportunities for family engagement that: -provide parents with access to electronic tools and media to gain information -celebrate student achievements -support student learning through after school workshops or evening events	Parent Involvement	Tier 1	Implement	09/02/2014	06/10/2016	\$100	Teaching Staff
Tier 2: Targeted Math Intervention	Students not achieving grade level expectations in math will receive 30 minutes of small group math instruction three times per week on their instructional level.	Academic Support Program	Tier 2	Implement	09/02/2014	06/10/2016	\$1000	All general education teachers and title one teacher

## School Improvement Plan

Willow Woods Elementary School

Professional Development	Staff will engage in research based professional learning including but not limited to the following activities: Oral language, SIOP, MONDO, oral language practices.	Getting Ready	Tier 2	Getting Ready	09/02/2014	06/10/2016	\$2000	All teaching staff
Tier 1: Professional Development	Staff will engage in research based professional learning including but not limited to the following activities:  The SIOP Model: Sheltered Instruction for Academic Achievement, Oral Language, Mondo	Professional Learning	Tier 1	Getting Ready	09/02/2014	06/10/2016	\$1000	All teaching Staff
Tier 1: Professional Development	Staff will engage in research based professional learning including but not limited to the following activities: -McReL's Classroom Instruction that Works -Common Core State Standards -Academic Vocabulary -Differentiated Instruction in social studies areas of focus	Professional Learning	Tier 1	Getting Ready	09/02/2014	06/10/2016	\$3000	Teaching Staff
Professional Development	Staff will engage in research based professional learning including but not limited to the following activities: Oral language, SIOP, MONDO, oral language practices.	Getting Ready	Tier 2	Getting Ready	09/02/2014	06/10/2016	\$2000	All teaching staff
Professional Development	Staff will engage in research based professional learning including but not limited to the following activities: Oral language, SIOP, MONDO, oral language practices.	Getting Ready	Tier 2	Getting Ready	09/02/2014	06/10/2016	\$2000	All teaching staff
Tier 1: Technology Enhanced Instruction	Through the use of a variety of online and subscription based programs such as: Raz Kids, Reading A-Z, and Brain Pop, so instruction can be individualized so that all students are being taught concepts at their instructional level. These are resources that are used at school and at home to help differentiate for students with a more visual learning style.	Academic Support Program	Tier 1	Implement	09/02/2014	06/10/2016	\$3000	All general education, special education, and support staff
Professional Development	Staff will engage in research based professional learning including but not limited to the following activities: Oral language, SIOP, MONDO, oral language practices.	Getting Ready	Tier 2	Getting Ready	09/02/2014	06/10/2016	\$2000	All teaching staff

## School Improvement Plan

Willow Woods Elementary School

Tier 2:Leveled Literacy Intervention	The leveled literacy intervention program is a research based and data driven program that is effective for Title I as well as ELL students. It consists of reading, writing, phonics, phonemic awareness lessons that are done sequentially on a daily basis in 30-45 minute increments with 4 students in a group at a time. The curriculum is easy to follow and incorporates all the necessary literacy pieces for a successful small group intervention. The data shows improvements in their reading fluency and comprehension levels as well as their language proficiency levels.	Academic Support Program	Tier 2	Implement	09/03/2013	06/12/2015	\$1000	Title 1 teacher Language Acquisition Teacher
Tier 1: Family Engagement/Involvement	School staff will support opportunities for family engagement that: -celebrate student achievements -support student learning through after school workshops or evening events	Parent Involvement	Tier 1	Implement	09/02/2014	06/10/2016	\$2000	Teaching Staff

### General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Tier 1: Professional Development	Staff will engage in research based professional learning including but not limited to the following activities: -McReL's Classroom Instruction that Works -Common Core State Standards -Academic Vocabulary -Differentiated Instruction in Science	Professional Learning	Tier 1	Getting Ready	09/02/2014	06/10/2016	\$0	Teaching Staff
Tier 1: Professional Development	Staff will engage in research based professional learning including but not limited to the following activities: -McReL's Classroom Instruction that Works -Common Core State Standards -Academic Vocabulary -Differentiated Instruction in social studies areas of focus	Professional Learning	Tier 1	Getting Ready	09/02/2014	06/10/2016	\$0	Teaching Staff

# School Improvement Plan

Willow Woods Elementary School

Tier 1: Student Portfolios	<p>Research shows that students at all levels see assessment as something that is done to them on their classwork by someone else. Beyond "percent correct," assigned letter grades, and grammatical or arithmetic errors, many students have little knowledge of what is involved in evaluating their classwork. Portfolios can provide structure for involving students in developing and understanding criteria for good efforts, in coming to see the criteria as their own, and in applying the criteria to their own and other students' work.</p> <p>Research also shows that students benefit from an awareness of the processes and strategies involved in writing, solving a problem, researching a topic, analyzing information, or describing their own observations. Without instruction focused on the processes and strategies that underlie effective performance of these types of work, most students will not learn them or will learn them only minimally. And without curriculum-specific experience in using these processes and strategies, even fewer students will carry them forward into new and appropriate contexts. Portfolios can serve as a vehicle for enhancing student awareness of these strategies for thinking about and producing work--both inside and beyond the classroom. Students will meet with teachers at a minimum of twice a month to go over each student's progress as documented in their portfolio. During this time goals will be developed to be worked on until the next meeting date. A meeting date sheet will be at the back of every student's portfolio.</p> <p>Marzano, R. (Dec. 2009). When students track their progress. Educational Leadership, December 2009/January 2010 (67)4, p. 86-87.</p>	Monitor	Tier 1	Implement	09/02/2014	06/15/2015	\$0	All teaching staff
Tier 1: Parent Engagement/Family Involvement	<p>School staff will support opportunities for family engagement that:</p> <ul style="list-style-type: none"> <li>-provide parents with access to electronic tools and media to gain information</li> <li>-celebrate student achievements</li> <li>-support student learning through after school workshops or evening events</li> </ul>	Parent Involvement	Tier 1	Implement	09/02/2014	06/10/2016	\$500	Teaching Staff

## School Improvement Plan

Willow Woods Elementary School

Tier 1: Math Journals	Students will have a productive discourse in mathematics using the math journals. Students will use math journals in their class at least 4-5 times a week as part of their math block. Teachers will help students make sense of mathematics by supporting the students' writing to organize, clarify, and reflect on their ideas. Teachers will receive information on how to appropriately monitor and evaluate students' use of the math journals.	Implementation	Tier 1	Monitor	09/02/2014	06/10/2016	\$1000	All general education, special education, and support staff
Tier 1: Vocabulary Notebook	Students will have a Vocabulary notebook that will incorporate Four Square Vocabulary or Marzano's 6-Step Vocabulary Process. Each grade level has a list of target words and teachers will assess students' vocabulary understanding based on evaluating authentic assessments used in the related core academic areas.	Direct Instruction	Tier 1	Implement	09/02/2014	06/15/2015	\$250	All Teaching Staff, Title I, and Language Acquisition Teacher
Tier 1: Vocabulary Notebook	Students will have a Vocabulary notebook that will incorporate Four Square Vocabulary or Marzano's 6-Step Vocabulary Process. Each grade level has a list of target words and teachers will assess students' vocabulary understanding based on evaluating authentic assessments used in the related core academic areas.	Implementation	Tier 1	Implement	09/02/2014	06/15/2015	\$1000	All teaching staff
Tier 1: Writers Workshop	Students are provided strategies (based on Lucy Calkins) in order to produce a cohesive writing piece.	Implementation	Tier 1	Implement	09/02/2014	06/15/2015	\$0	All teaching staff
Tier 1: Professional Development	Staff will engage in research based professional learning including but not limited to the following activities: Classroom Instruction That Works has been one of the best-selling and most widely used books on effective strategies that increase student achievement. Dean, C. B., Stone, B., Hubbell, E., & Pitler, H. (2012). Classroom instruction that works: Research-based strategies for increasing student achievement (2nd ed.). Alexandria, VA: ASCD. Professional Development Tier 1 -McReL's Classroom Instruction that Works -Common Core State Standards -Differentiated Instruction -Guided Reading	Professional Learning	Tier 1	Implement	09/02/2014	06/10/2016	\$1000	All Staff

## School Improvement Plan

Willow Woods Elementary School

Tier 1: PBIS (Positive Behavior Intervention and Support)	School-wide Positive Behavior Support is a systems approach to establishing the social culture and behavioral supports needed for all children in a school to achieve both social and academic success. Students are actively taught behavioral expectations and there are systems designed to provide consequences and celebrations for students. We use SWIS (Schoolwide Information System) to log information on students behaviors. This is a web based program which graphs office discipline referral data. This program creates instant graphs for behavioral incidents per day- per month, time of day, specific behaviors, location and by specific student. This program allows for an analysis of patterns for students with behaviors that put them at risk. Swis will be used to monitor and evaluate the PBIS program.	Behavioral Support Program	Tier 1	Implement	09/03/2013	06/12/2015	\$500	All staff
Tier 2: Targeted Writing Intervention	Classroom teachers will differentiate writing instruction based on students individual needs. For those students who need additional support the Title I and Language Acquisition teacher will provide small group instruction.	Direct Instruction	Tier 2	Implement	09/02/2014	06/15/2015	\$0	All teaching staff, Title I teacher, and English Language Acquisition Teacher
Tier 1: Parent Engagement/Family Involvement	School staff will support opportunities for family engagement that: -celebrate student achievements -support student learning through after school workshops or evening events	Parent Involvement	Tier 1	Implement	09/02/2014	06/10/2016	\$0	Teaching Staff
Tier 1: Parent Engagement/Family Involvement	School staff will support opportunities for family engagement that: -celebrate student achievements -support student learning through after school workshops or evening events	Parent Involvement	Tier 1	Implement	09/02/2014	06/10/2016	\$0	Teaching Staff
Tier 1: Technology Enhanced Instruction	Through the use of a variety of online and subscription based programs such as: Raz Kids, Reading A-Z, and Brain Pop, so instruction can be individualized so that all students are being taught concepts at their instructional level. These are resources that are used at school and at home to help differentiate for students with a more visual learning style.	Academic Support Program	Tier 1	Implement	09/02/2014	06/10/2016	\$1000	All general education, special education, and support staff
Tier 1: Professional Development	Staff will engage in research based professional learning including but not limited to the following activities: -McReL's Classroom Instruction that Works -Common Core State Standards for Math - Math differentiation: guided math/balanced math - Math Journals and scoring clinics	Professional Learning	Tier 1	Getting Ready	09/02/2014	06/10/2016	\$0	Teaching Staff

## School Improvement Plan

Willow Woods Elementary School

Tier 1: Technology Enhanced Instruction	Through the use of a variety of online and subscription based programs such as: xtramath.org, ixl.com, abcya.com, and the Envision resources, math instruction can be individualized so that all students are being taught concepts at their instructional level. These tools will help teachers to be able to enhance all student's math levels. The data collected within these programs will be used to monitor and evaluate their usage.	Technology	Tier 1	Implement	09/02/2014	06/15/2015	\$0	All teaching staff
Tier 1: Parent Engagement/Family Involvement	School staff will support opportunities for family engagement that: -provide parents with access to electronic tools and media to gain information -celebrate student achievements -support student learning through after school workshops School, Family and Community Partnerships: Your Handbook for Action. Epstein, Joyce Levy. Published: Thousand Oaks : Corwin Press, 2002. . Edition: 2nd.	Parent Involvement	Tier 1	Implement	09/02/2014	06/10/2016	\$0	Teaching Staff
Tier 1: Professional Development	Staff will engage in research based professional learning including but not limited to the following activities: -McReL's Classroom Instruction that Works -Common Core State Standards -Lucy Calkins -Writer's Workshop	Professional Learning	Tier 1	Getting Ready	09/02/2014	06/10/2016	\$0	Teaching Staff
Tier 1: Vocabulary Notebook	Students will have a Vocabulary notebook that will incorporate Four Square Vocabulary or Marzano's 6-Step Vocabulary Process. Each grade level has a list of target words and teachers will assess students' vocabulary understanding based on evaluating authentic assessments used in the related core academic areas.	Implementation	Tier 1	Implement	09/02/2014	06/10/2016	\$0	All teaching staff

### Title III

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Development	Staff will engage in research based professional learning including but not limited to the following activities: Oral language, SIOP, MONDO, oral language practices.	Getting Ready	Tier 2	Getting Ready	09/02/2014	06/10/2016	\$2000	All teaching staff



## School Improvement Plan

Willow Woods Elementary School

Tier 1: Professional Development	Staff will engage in research based professional learning including but not limited to the following activities:  The SIOP Model: Sheltered Instruction for Academic Achievement, Oral Language, Mondo	Professional Learning	Tier 1	Getting Ready	09/02/2014	06/10/2016	\$1000	All teaching Staff
----------------------------------	--	-----------------------	--------	---------------	------------	------------	--------	--------------------