



School Improvement Plan

Wood Creek Elementary School

Farmington Public School District

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Introduction

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

Improvement Plan Assurance

Introduction

During the 2018-2019 school year, schools will have two options for Goals and Plans. 1. Update Goals and Plans, if necessary, based on analysis of data and Program Evaluation; 2. Complete and upload the Abbreviated Goals and Plans template into ASSIST, based on analysis of data and Program Evaluation.

Improvement Plan Assurance

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

Title I Schoolwide Diagnostic

Introduction

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

Component 1: Comprehensive Needs Assessment

1. How was the comprehensive needs assessment process conducted?

The assessment was completed by a team of classroom teachers, teacher leaders, and the principal. This occurred both at regular steering committee meetings as well as monthly district school improvement team meetings. The whole staff also participated in data analysis during staff meetings and structured building professional development. Parents were given the assessment through a survey. The principal as well as the school improvement committee analyzed the data and took the information and added it to the school improvement plan. The information was then given back to parents through PTA. The school improvement steering committee this year includes one parent who acts as a consultant.

This year, Wood Creek continues to be designated Title I building.

We examined student achievement data in the form of M-Step state assessment (last year's), NWEA Measures of Academic Progress, and other measures. We examined program/process through the ASSIST self-assessment. We examined perception data in the form of surveys given to Wood Creek staff, to Wood Creek parents, and to Wood Creek students. Lastly, we examined demographic data, namely student attendance data and teacher absence and demographic information.

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

Student Achievement Data- NWEA and Fountas & Pinnell

Math

NWEA

2017-18 Overall%proficient = 28% (37% 1st grade, 21% 2nd grade, 26% 3rd grade, 29% 4th grade, 25% 5th grade) ***These proficiencies are based on the 60th percentile as proficient

2016-17 Overall%proficient = 42% (48% 1st grade, 47% 2nd grade, 32% 3rd grade, 39% 4th grade)

2015-14 Overall % proficient = 45.5% (55% 1st grade, 45% 2nd grade, 42% 3rd grade, 40% 4th grade)

2014-13 Overall % proficient = 42% (48% K, 49% 1st grade, 15% 2nd grade, 44% 3rd grade, 54% 4th grade)

2013-12 Overall % proficient = 48% (41% K, 49% 1st grade, 58% 2nd grade, 48% 3rd grade, 45% 4th grade)

2017-2018 Subgroup Data = African American 55%, White 17%

According to the NWEA, the area of most concern is numbers and operations. In this instructional area, white students scored higher than African American students and Middle Eastern students. The biggest difference was evident with fourth grade students in the area of numbers and operations. White students had a RIT score of 212.5 while African American students had a RIT score of 196.8.

In the instructional area of measurement and data, white students in second grade score slightly higher than African American and Middle Eastern students. However, fourth grade had another huge gap between the sub groups. African American students scored almost 12 points

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lower than white students.

Reading

NWEA

2017-18 Overall % proficient = 51.25% (35% 1st grade, 43% 2nd grade, 41% 3rd grade, 52% 4th grade, 32% 5th grade)

2016-17 Overall % proficient = 51.25% (47% 1st grade, 58% 2nd grade, 45% 3rd grade, 55% 4th grade)

2015-14 Overall % proficient = 51.25% (55% 1st grade, 49% 2nd grade, 54% 3rd grade, 47% 4th grade)

2014-13 Overall % proficient = 47% (50% K, 45% 1st grade, 56% 2nd grade, 35% 3rd grade, 49% 4th grade)

2013-12 Overall % proficient = 45% (41% K, 51% 1st grade, 46% 2nd grade, 40% 3rd grade, 46% 4th grade)

Fountas & Pinnell

2017-18 Overall % proficient = 71% (98% K, 77% 1st grade, 65% 2nd grade, 70% 3rd grade, 66% 4th grade, 50% 5th grade)

2016-17 Overall % proficient = 70% (77% K, 66% 1st grade, 64% 2nd grade, 69% 3rd grade, 75% 4th grade)

2015-14 Overall % proficient = 91% (87% K, 97% 1st grade, 87% 2nd grade, 91% 3rd grade, 92% 4th grade)

2014-13 Overall % proficient = 81% (90% K, 69% 1st grade, 82% 2nd grade, 80% 3rd grade, 84% 4th grade)

2013-12 Overall % proficient = 68% (76% K, 51% 1st grade, 75% 2nd grade, 59% 3rd grade, 77% 4th grade)

As evidenced by our Fountas and Pinnell and NWEA reading scores, the area that students struggle with the most is comprehension.

Writing

4th grade- MEAP trends over past four years has been somewhat steady, ranging from 44% in 2007-08 to 43% in 2013-14. Fourth graders were weak in the areas of grammar and usage. Unfortunately, we do not have data for the 2014-2015 school year at the state-issued test has changed to the MSTEP and will be given in the spring. In addition, students are no longer taking the Language Usage portion of the NWEA test. Teacher-graded writing prompts and pieces show a need for more work in the areas of organization and conventions.

In analyzing our data we noticed that there is very little gap with student proficiency in our writing data. Teachers used writing pathway writing rubrics to assess student writing and monitor progress.

Social Studies

Classroom teachers give regular unit assessments.

Science

Classroom teachers give regular unit assessments.

Program/Process

In the vast majority of areas the staff self assessed as operational and many areas were highly functional. One clear strength is purpose. Staff say that leadership and staff foster a culture consistent with the school's purpose and direction. Another strength (and growth from previous years) is that the school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress. One area for growth was the governing body ensuring the school leadership has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively. Another area for growth is that the leadership engage stakeholders effectively in support of the school's purpose and direction. Lastly, staff sees a need for more effective monitoring of data from multiple assessments.

Perceptions

In 2017, three surveys were given to stakeholders for Wood Creek Elementary School, one for parents, one for students (4th and 5th graders), and one for staff.

Positive student survey results include: students care about learning and know that student learning is a priority, teachers care about learning, teachers have high expectations, students trust their teachers and other adults, and teachers respect kids and like teaching. Students expressed that they feel they get in trouble for things they have not done, that teachers are not willing to meet after school, and that they would like more after-school opportunities. In addition, students felt that teachers could encourage their questions more. This is a continued goal for Wood Creek based on previous year's surveys.

Parents overall feel that teachers care about their student's learning and have high expectations for him. An improvement from previous years is parents' perception of student's engaging in challenging schoolwork that meets their needs. This has been an area of concern in past years and most parents agreed with this item this year. Parents also feel that we could use more support services (in counseling, etc). Another area for improvement this year is parent participation in surveys. We had 48 parents respond to the survey.

Overall, the results of the staff survey are positive. On a 0-5 scale, average scores were nearly all 4 or greater. A strength identified in the staff survey is that teachers feel a sense of belonging and enjoy being at school. Teachers feel that their voices are heard and their efforts are appreciated. Teachers feel that there are shared values and beliefs and shared responsibilities. It has also been noted that our focus on goals and improvement towards those goals is a strength. There are mixed results regarding whether or not the school culture supports prioritizing student learning over test scores. Staff feel that the highest school needs are more social-emotional support and more work in engaging parents in student learning.

Demographics

Our attendance data shows that there have been a total of 21 days of suspension dispersed among seven students. Out of 147 school days so far this year 98 students have had 10 or more absences. Our current enrollment is 368 students. The average daily attendance rate for Wood Creek is 92%. Our free and reduced lunch rate is 43%.

Teacher Demographics: 0% of teachers at Wood Creek have been teaching 0-3 years, 21% for 4-8 years, 45% for 9-15 years, 34% for more than 15 years. 90% of teachers are female, 10% are male. 82% of teachers are white, 10% African American, 1% Asian American, 7% are Hispanic. 72% of teachers have a Master's degree, 24% have a Bachelor's degree, and 3% have a Specialist degree.

Student Demographics: 46% African American, 4% Asian American, 47% Caucasian, 3% Hispanic

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

After examining all four sources of data (student achievement, demographic, perception, and program/process) we concluded that we needed to maintain goals in ELA, Mathematics, and Equity. Based on assessment results across grade levels (K-4) and related to the curriculum, our areas of emphasis include reading and math for all students. We also need to narrow our focus to meet the needs of economically disadvantaged students, and students with limited English proficiency. Science and social studies goals are embedded within ELA.

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

The two strategies that stretch across all four goals are enhancing instructional practices and Multi-tiered System of Support. These strategies will plan lesson to differentiate instruction for students at the bottom 30%.

Component 2: Schoolwide Reform Strategies

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

Strategies to help all students reach the State's standards:

We have two strategies that are a part of all of our goals and span across all content areas. One strategy is enhancing instructional practices, which addresses the needs of all students. Another strategy is teachers that will use multi-tiered systems of support to differentiate classroom instruction for students in the bottom 30%. The programs and activities within this strategy, such as Instructional Support Time, give special attention and recognition to disadvantaged and targeted students.

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

Strategies that will increase the quality (improvement) of instruction include:

1. Enhancing instructional practices: Teachers working in professional learning communities will improve instruction because teachers are working with their PLT and are tuned in to whether or not students are meeting objectives. (The Art and Science of Teaching: A Comprehensive Framework for Classroom Instruction" Robert J.Marzano, 2007). We will also be implementing the International Baccalaureate Primary Years Programme, which teachers will be working PLT to help guide this new learning in an inquiry based style of learning.

2. Using a multi tiered systems of support to differentiate classroom instruction for students in the bottom 30% consists of intentional pre-planning of lessons to differentiate instruction for students at all levels improves instruction because it ensures that every lesson will meet the needs of students across the spectrum. (Integrating Differentiated Instruction & Understanding by Design:Connecting Content & Kids; Tomlinson, McTighe; 2006)

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

Both strategies in our schoolwide plan align with the findings of the needs assessment.

Our strategy of using multi tiered systems of support to differentiate classroom instruction for students in the bottom 30% seeks to provide an individualized instructional match, scaffold, challenge, and support for each student, addresses all gaps and subgroups by targeting all students in need of extra support (Integrating Differentiated Instruction & Understanding by Design: Connecting Content & Kids; Tomlinson, McTighe; 2006).

Our strategy of enhancing instructional practices in their everyday classroom instruction includes: professional learning communities, standards and grading, IB PYP unit planning, extended learning opportunities and school wide specialty programs. Supports all teachers in guiding their learning and instruction (The Learning by Doing. DuFour et.all, 2006).

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

Strategies that will address the needs of target populations include: enhancing instructional practices and using a multi tiered system of support. Within these strategies teachers will do intentional pre-planning of lessons to differentiate instruction for students who are not meeting target and providing more time for independent practice. For students in our subgroup target populations, activities that will specifically support these strategies are support from learning interventionists, bilingual paraprofessionals, and Multi-tiered System of Support Team. In addition, computer programs such as Success Maker and Reading A-Z support target populations by allowing them regular independent practice at their just-right levels. Instructional Support Team (IST) and the Multi-tiered System Support (MTSS) address students most at risk. In IST, all students are being supported in either intervention or extension and are based on their Fountas and Pinnell as well as NWEA. For the MTSS, teachers identify students who are most at risk in any subject area for a targeted, customized, measurable intervention. In addition, bilingual paraprofessionals support English language learners and economically disadvantaged students through oral language instruction and vocabulary development.

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

In professional learning teams data for all students and subgroups is analyzed to determine if the needs of these and all students are being met. Broader data is also analyzed by the School Improvement steering team.

Component 3: Instruction by Highly Qualified Staff

Label	Assurance	Response	Comment	Attachment
	<p>1. Do all of the instructional paraprofessionals meet the NCLB requirements for highly qualified? Provide an assurance statement. If no, what is the number that is not highly qualified and what is being done to address this? NOTE: A schoolwide program must have all highly qualified instructional staff.</p>	Yes	All instructional paraprofessionals meet the NCLB guidelines for highly qualified status.	

Label	Assurance	Response	Comment	Attachment
	<p>2. Do all of the teachers meet the NCLB requirements for highly qualified? Provide an assurance statement. If no, what is the number that is not highly qualified and what is being done to address this? NOTE: A schoolwide program must have all highly qualified instructional staff.</p>	Yes	All teachers meet the NCLB requirements for highly qualified status. Teacher certification and highly qualified status are monitored on a regular basis by our Human Resources department.	

Component 4: Strategies to Attract Highly Qualified Teachers

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

From 2016-2017 school year to 2017-2018 school year, we lost one teacher to retirement and one teacher to an administrative role. We increased our number of sections in 1st grade from 2 sections to 3. We gained 3 new to Wood Creek teachers and all 3 of these teachers had significant classroom experience before coming to Wood Creek.

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

No teachers have 0 to 3 years of experience, 6% have 4-8 years of experience, 13% have 9-15 years of experience, and 10% have 15 or more years of experience.

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

Wood Creek is a wonderful place to work. We have a strong and supportive administration, an energetic staff that is supportive professionally and socially, opportunities for shared leadership in a broad array of roles, and strong learning teams. Professional learning opportunities are designed with and by staff members to be meaningful and meet our professional needs. Because of these strengths, the district's reputation, and the district's ability to offer competitive salary and benefits, Wood Creek is able to recruit many highly qualified applicants. Additionally, for new teachers, mentoring support structures are in place.

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

Farmington is a highly desirable place to live, work and learn. The district is able to recruit many highly qualified applicants and select the most highly qualified from among those. Opportunities for student teaching and pre-student teaching attract candidates to the District. We offer competitive salary and benefits, professional development opportunities, current, research-based curriculum materials and technology, and support services for students in need of additional assistance. Farmington also has a fair and balanced Growth and Evaluation model for teachers that was developed in collaboration with teachers, administrators, and the community.

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

Wood Creek's turnover rate this year was low. In the past, the issues that caused a higher turnover rate at Wood Creek were out of Wood Creek's control (declining enrollment and district level right-sizing).

Component 5: High Quality and Ongoing Professional Development

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

All staff receive ongoing professional development that is aligned with the comprehensive needs assessment and the goals of the school improvement plan. Staff collaboratively refines the focus and professional development across the year. Our staff focused on the extensive development of Professional Learning Teams during the 2016-2017 school year. Teams met, developed goals based on assessment data for their students and monitored progress each semester. Teachers received professional development in creating and executing collaborative and data-driven Professional Learning Teams.

Staff received IB PYP training throughout the year. Next year, professional development will focus on equitable learning environment proficiency and guided reading instruction.

MTSS or Multi Tiered Systems of Support also provides teachers with professional learning and is aligned with the school improvement plan. The MTSS team meets bi-weekly to discuss students data and professional development that will improve student achievement.

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

All staff receive ongoing professional development that is aligned with the comprehensive needs assessment and the goals of the school improvement plan. Staff collaboratively refines the focus and professional development across the year. The professional development is a process in the building and throughout the year connecting whole school professional development with teams/committees, professional learning teams and individual teachers. Our professional development is planned through the school improvement team and MTSS comprised of team leaders throughout the building by using our school improvement plan and assessment data for our students. Professional learning teams guided by their team facilitator supported the dialogue and application of the Four Essential Questions in their grade level and/or department.

Next year, professional development will focus on equitable learning environment proficiency, guided reading instruction, and continued IB PYP training.

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

Component 6: Strategies to Increase Parental Involvement

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

Parents/families are included as part of our School Improvement Team and participate in our Advanc-ed process and District committees. Parents/families are encouraged to provide input through surveys and open forums such as PTA meetings, FAAPN meetings, Multicultural Parent Network, and others. Parents/families have a shared partnership in the Multi- Tiered Systems of Support Team at Wood Creek and are involved in the organized and ongoing planning, review and improvement of the school improvement plan and parent involvement policy.

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

Parents/families are included as part of our Multi-Tiered Systems of Support Team and participate in our Advanc-ed process and District committees. Parents/families are encouraged to provide input through surveys and open forums such as PTA meetings, FAAPN meetings, Multicultural Parent Network, and others.

Parents/families have a shared partnership in the Multi-Tiered Systems of Support Team at Wood Creek and are involved in the organized and ongoing planning, review and improvement of the school improvement plan and parent involvement policy.

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

Parents/families are key stakeholders in the implementation process. Subsequent to being involved in the design of the school-wide plan, parents' roles in implementation include:

- Engaging in school-parent two-way communication for information and actions.
- Participating in parent networks to present programs and training pertaining to the education process. Parent networks might include, not exhaustively, the PTA, Multicultural Parent Network, African American Parent Network, and enrichment activities for students.
- Parents are engaged as school volunteers in the classrooms and for school-wide activities fostering student academic and effective skills achievement.
- A subcommittee of parents engaged in aligning parent education and activities with School Improvement goals and strategies.

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

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

Section 1118(e)(1)

Wood Creek Elementary School will assist parents in understanding such topics as the State's academic content standards, State student academic achievement standards, State and local academic assessments, and how to monitor their child's progress, as well as how to work

with educators to improvement achievement of their child. Parent/family education and information activities will occur through workshops, conferences, classes, ListServ information, correspondences through various media and parent networks, and individual meetings with teachers. This information is also presented at Curriculum Night. Additional parent education sessions in individual/small groups with teachers help parents understand the instructional targets for students in goal areas. Specific sessions with parents (i.e. kindergarten parent night) support parents in working in small groups with teachers to dig deeply into expectations and ways they can support their child with reading, oral language, writing, math, social and emotional, and science/social studies.

Section 1118(e)(2)

Wood Creek will provide support, materials and training to help parents/families work with their children to improve their children's academic achievement, such as literacy training and using technology as appropriate to foster parental/family involvement by: parent/family forums, parent-teacher conferences, workshops, literacy nights, kindergarten orientation, kindergarten parent night, open house/curriculum nights, and support for joining ListServ, MiStar and other technology based parent information sources.

Section 1118(e)(3)

Wood Creek Elementary School will, with the assistance of parents/families, educate its teachers, principals and other staff in how to reach out to, communicate with and work with parents/families as equal partners, in the value and utility of contributions of parents/families and in how to implement and coordinate parent/family programs and build ties between parents/families and schools through professional development and encouragement for staff to attend parent/family meetings. The importance of parent involvement will be reviewed at staff meetings, professional development opportunities, and at PTA meetings where parent contributions and suggestions will be encouraged.

Section 1118(e)(4)

Wood Creek Elementary School endeavors to integrate and coordinate parent involvement programs and activities whenever possible. Our parent organization, in conjunction with the Farmington Public Schools District Title I Coordinators, helps facilitate student transitions from preschool to kindergarten, and from our elementary school (K-5) to middle school (6-8). A parent resource center outreach program provides support from a parent liaison coordinator, offering educational materials, assistance with general challenges in attendance or academic progress, as well as community outreach for resources on an individual/family basis. The District Title I Parent Coordinators assist us in collaboration and coordination of parent involvement activities among all schools in the district.

Section 1118(e)(5)

Wood Creek Elementary School will ensure that information related to the school and parent/family programs, meetings, and other activities is sent to the parents/families in a timely, understandable and uniform format, including alternative formats upon request, and to the extent possible in a language the parents/families can understand. Multiple modes of communication will be utilized including but not limited to; ListServ, building website, student planners, school phone messenger, mailings, wikis, teacher websites, teacher newsletters, and follow-up personal phone calls and translation (where applicable).

Section 1118(e)(14)

Wood Creek Elementary School will also provide other reasonable support for parent involvement activities as parents may request. Open lines of communication between parents and school staff include: ListServ, teacher and school website, student planners, school phone messenger, email, personal phone calls, or informal conferences

Section 1118(f)

Wood Creek Elementary School will provide full opportunities for participation of parents/families with limited English proficiency, parents/families with disabilities and parents/families of migratory children. Wood Creek Elementary is fully ADA compliant and handicap accessible. Accommodations can be made for special needs of parents. School reports as well as all relevant information will be provided in a format and language that parents/families can understand. At this time we do not have any migrant families, but are prepared to address any such needs as may arise.

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

Annually the parent involvement component of the school-wide plan will be evaluated by parents/families and staff for its effectiveness and content. The process will include identifying barriers that impact parent involvement and identifying policies and procedures which supported parent involvement. Particular attention will be given to parents/families that are economically disadvantaged, disabled, have limited English proficiency, have limited literacy, or any groups who have traditionally experienced bias. Survey information will also be used to extrapolate perceptual data regarding our school-wide plan. In addition, exit surveys and family attendance at activities/events will be reviewed.

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

The school uses the findings of the evaluation about its Parent Involvement Policy and Parent Involvement Component and activities to design strategies for more effective parent involvement and to revise, if necessary, its parental involvement policies and the school-wide plan. Parents/families will be involved throughout this process

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

Parents/families are involved in the creation and review of the Student-Parent-School Compact. This compact describes the expectations and responsibilities of all partners throughout the school year. The compact addresses the importance of ongoing communication, and will describe specific expectations for the school, the students, and families.

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

During the initial parent-teacher conference, the school-parent compact is reviewed as a tool to monitor student progress by identifying the student's role, the school's role, and the parent's role in sustaining a true partnership for learning throughout the year. The compact is reviewed at subsequent conferences as applicable, to identify achievements as well as challenges.

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

During the initial parent-teacher conference, the school-parent compact is reviewed as a tool to monitor student progress by identifying the student's role, the school's role, and the parent's role in sustaining a true partnership for learning throughout the year. The compact is reviewed at subsequent conferences as applicable, to identify achievements as well as challenges. The compact is often introduced at curriculum nights.

Label	Assurance	Response	Comment	Attachment
	The School's School-Parent Compact is attached.	Yes		Parent School Compact title 1

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

Results of student academic assessments are shared with parents in a variety of ways according to need. Interpretations of those results are
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in a language that parents can understand.

- Weekly communications through ListServ, written materials in Friday Folders, in person and phone conversations, fall and spring conferences. Progress reports are sent or personally reported to indicate growth or lack thereof for parents' continued awareness.
- Copies of local assessments are sent home with students where protocol permits to show students' performance results.
- Standardized assessments results are sent by parent letters, including NWEA results. School staff, translators, and parent community coordinators share the responsibility of identifying parent community needs and responding accordingly.

Component 7: Preschool Transition Strategies

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

In addition to a traditional Kindergarten Orientation, which is held in the spring, Wood Creek Elementary School provides much information and many activities to incoming kindergarten students and their parents.

At Kindergarten Orientation or prior to students starting kindergarten, students receive:

--A welcome letter, summer homework packet, transportation information, before and school care, lunch account information, curriculum information, including a parents guide CCSS(Common Core State Standards), and summer reading suggestions.

Parents are encouraged to join the Wood Creek PTA.

The following opportunities are provided for incoming kindergartners and their parents:

--Meet the kindergarten teachers, a bus ride, a snack in a kindergarten classroom, story/song/activity/choice time, summer homework.

Preschool teachers from the Farmington Community preschool and Alameda communicate with kindergarten teachers in a variety of ways.

They provide demographic information about incoming kindergarteners, provide MLPP data for incoming kindergartners, and invite kindergarten teachers to attend transitional IEPs.

Parents are also invited to attend an additional Open House in March as well as Curriculum night in August.

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

The school provides parents with a packet of information that details readiness skills and highlights learning activities that ensures students success in kindergarten upon registration. During Kindergarten Orientation parents are presented with an overview of kindergarten curriculum and expectations. Preschool teachers are invited to Kindergarten Orientation and run an information station for parents and children.

Component 8: Teacher Participation in Making Assessment Decisions

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

Throughout the Farmington Public School District, there are opportunities for teachers to participate in collaborative groups to design assessments in many subject areas. Grade level teams and individual classroom teachers are given discretion to administer formative assessments in order to help adjust instruction and learning activities to improve student learning. Summative assessments are mandated throughout the district to offer common check points for students at all Farmington Elementary Schools. In addition, the Wood Creek staff has collaborated to decide on several other assessment measures to use, such as the NWEA Measures of Academic Progress Test (MAP) which will now be given three times per year. Another example is Fountas & Pinnell benchmark reading testing, which the staff has decided to give more frequently than required by the district, so as to allow the assessment to be both formative and summative in nature. In addition, IEP teams select appropriate alternative state assessments (MI-access) for students with special needs.

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

Teachers are involved in student achievement data analysis to improve the academic achievement of all students through participation in Professional Learning Teams. PLTs meet weekly to confer and scrutinize assessment data. The findings of these meetings are used to adjust and improve classroom instruction. Teachers use a variety of formative assessments throughout the year to drive improvement and ensure quality instruction. Teachers from across grade levels participate in the School Improvement Steering Team. This committee analyzes school wide achievement data in order to construct SMART goals and plans to address gaps in achievement, which are then reviewed and finalized in conjunction with the entire staff through professional development sessions that involve all staff members in data analysis.

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

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

Students are identified using a variety of assessments. For all subject areas, we use the NWEA Measures of Academic Progress (MAP) testing (grades K-5), informal observation and anecdotal notes (grades K-5), district common assessments (K-5), and Unit Assessments (K-5). In addition for English Language Arts, we use Fountas & Pinnell Benchmark Reading Assessment (grades K-5) and the MLPP (grade K). Teachers also use report cards, regular progress reports, and their own frequent and regular in class assessments and informal observations. Parent requests for additional support are also considered.

Formally at the start of the year and every trimester the following criteria will be used to target the bottom 30%:

Kindergarten - Beginning of the Year Criteria

Reading - Below Sept. Benchmark in any of the following categories (Sound ID, Letter ID and Concepts of Print)

Writing - Score of 1

Math - Can count past 10, ID #s, write to 10, ID 5 2 dimensional shapes

Behavior - teacher obs. and >6 formal referrals

Kindergarten - End of Year Criteria

Reading - 26/26 Sound ID, 52/54 Letter ID, 18/22 Concepts of Print, 16/16 Rhyme, 8/8 Onset and Rime, 16 Oral Language, 50 Sight Word ID, 25/33 Hearing and Recording Sounds, and Fountas and Pinnell level D instructional with strong comprehension.

Writing - Score of 3

Math - Can count by 1's to 100, count by 2's to 30, count by 5's to 30, count by 10's to 100, ID #s, read, write and ID numbers to 20, ID 5 2 dimensional shapes, count and compare objects in a set up to 30, compose groups by 10's and 1's, add and subtract with speed and accuracy to 5, adding and subtracting story problems, measurement by length with and capacity, time, ID 2D shapes and 3D shapes.

Behavior - student reaches goal established through Individual Instructional Collab. Process

First Grade - Beginning of the Year Criteria

Reading - Level F

Writing - Score of 1 to 2

Math - < grade level progress on NWEA and 65% on unit assessments

Behavior - teacher obs. and >6 formal referrals

First Grade - End of the Year Criteria

Reading - Level J

Writing - Score of 3

Math - >grade level progress on NWEA and 70% on unit assessments

Behavior - student reaches goal established through Individual Instructional Collab. Process

Second Grade Beginning of the Year Criteria

Reading - Level K on F and P

Writing - 2s or lower for traits

Math - < grade level progress on NWEA and 65% on unit assessments

Behavior- teacher obs. and >6 formal referrals

Second Grade Exit Criteria

Reading - Level M on F and P

Writing - 3s or higher from Rubric

Math - >grade level progress on NWEA and 70% on unit assessments

Behavior - student reaches goal established through Individual Instructional Collab. Process

Third Grade Beginning of the Year

Reading - Level N on F and P

Writing - Score of 1 to 2

Math - < grade level progress on NWEA and 65% on unit assessments

Behavior - teacher obs. and >6 formal referrals

Third Grade End of Year Criteria

Reading - Level P on F and P

Writing - 3s or higher from Rubric

Math - >grade level progress on NWEA and 70% on unit assessments

Behavior - student reaches goal established through Individual Instructional Collab. Process

Fourth Grade Beginning of the Year Criteria

Reading - Below level Q on F and P

Writing - Score of 2 or below average

Math - < grade level progress on NWEA and 65% on unit assessment

Behavior - teacher obs. and >6 formal referrals

Fourth Grade End of Year Criteria

Reading - Level S

Writing - 3-4 average

Math - >grade level progress on NWEA and 70% on unit assessments

Behavior - student reaches goal established through Individual Instructional Collab. Process

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

Across all subject areas, timely and effective additional assistance is provided to students who are experiencing difficulty mastering the State's academic achievement standards. All students (Tier 1) receive clear delivery of learning goals/objectives, are taught strategies for self monitoring and are regularly monitored by teachers, and receive small group instruction and reteaching. Targeted students (Tier 2/3) receive additional and timely support in each content area: In reading, targeted students receive additional support through the Multi-Tiered Support Team and learning interventionists who provide additional and specially targeted instruction to at-risk students and those having difficulty mastering the standards. Teachers consistently pre-plan lessons to differentiate instruction for targeted students, and every student is individually conferred with to be coached and supported in their reading. Parents are also instructed on how to read with their students at home and are given independent reading materials so that targeted students can receive additional "just right" practice at home. Students who are English Language Learners receive additional structured support from EL paraprofessionals using oral language supports and interventions. Targeted students also use technology to improve engagement and the quantity of "just right" practice using computer programs like "Learning A-Z" and Raz-Kids.

In mathematics, targeted students receive additional support through the Multi-Tiered Support Team and learning interventionists who provide additional and specially targeted instruction to those having difficulty mastering the standards. Teachers also intentionally pre-plan lessons to accommodate the learning needs of targeted students and analyze student data in professional learning teams to ensure that the unique needs of these targeted students are addressed.

In writing, teachers use the Multi-Tiered Support program along with pre-planning of lessons to differentiate instructions to meet the needs of targeted students. Learning interventionist are utilized as needed to address targeted students as well. Students are taught to monitor their progress in areas like writing stamina, in addition to the teacher monitoring all aspects of a student's writing progress.

In science and social studies, targeted students have similar additional supports through the Multi-Tiered Support System and through supports in reading which improve vocabulary and reading comprehension, essential skills for targeted students' success in Science and Social Studies. Teachers also differentiate instruction in these areas through intentional pre-planning to adjust lessons to meet the needs of all students and provide "just right" independent practice with new concepts and vocabulary.

Through teacher observation, student need, and/or parent concern, a student could be identified and receive immediate intervention and support in any area at any point during the school year. There are many formal processes in place to support teachers in immediately identifying and working with students to provide assistance and to determine the right match for support and intervention based on student needs. These include, but are not limited to the following:

Teacher observation in classroom

Progress monitoring of student growth building-wide through core school improvement team

Observations and meetings with principal regarding student growth throughout year

Instructional Support Team instructors

Multi-Tiered Support System

Professional Learning Team structure and support (PLT)

Extended learning opportunities for students include:

additional time and practice with interventionists in reading, writing, oral language, math, science or social studies intervention and practice before/after school or during lunchtime based on student needs

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

Teachers differentiate instruction to provide an individualized instructional match, scaffold, challenge, and support for each student. This includes teachers using knowledge of their students and student data to plan lessons ahead of time that meet the needs of all students, as well as being flexible to adjust lessons and plans in the moment to meet the changing needs of students. Differentiation also includes specific programs and activities that target particular groups of students for support.

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

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

All funding is supplied directly to Farmington Public Schools and then dispersed through various departments (Superintendent, Instructional Leaders, Special Education, Title One, Business Office, Bilingual Education). The building administrators, with their building leadership team, make decisions based on school improvement plans and fund programs and interventions accordingly.

The General Fund provides all basic teaching supplies, materials and staffing, as well as maintenance of buildings and facilities.

Farmington Youth Assistance is used to support and assist families with counseling services, parenting classes, volunteer opportunities and with coordinating family services.

Title I is used primarily for staffing support, including paraprofessionals, Interventionists, Before / After School programming and summer supports.

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

Following are some of the Federal, State and Local Resources that help support the SW Components:

1. Comprehensive Needs Assessment: General Fund, Title 1A Supports the schoolwide planning process, school improvement team, data analysis, and development of schoolwide goals.
2. Schoolwide Reform Strategies: General Fund, Title 1A, selected schoolwide strategies, supplemental support services, before / after school programs, paraprofessionals, interventionists, summer programs, supplemental materials and supplies.
3. Highly Qualified Staff: General Fund, Title IA, Title II Supports general staffing, support staff, paraprofessionals, interventionists.
4. Strategies to Attract and Retain Highly Qualified Staff Supports staff salaries and benefits, teacher recruitment.
5. Professional Development: General Fund, Title IA, ongoing and sustained professional development on schoolwide initiatives, aligned with selected goals and strategies derived from the comprehensive needs assessment
6. Strategies to Increase Parental Involvement: General Fund, Title 1A, literacy training, materials, technology, parent/family forums, workshops, kindergarten orientation, kindergarten parent night, open house/curriculum night, and technology-based parent information sources.
7. Preschool Transition Strategies: General Fund Supports kindergarten round-up, kindergarten orientation, parent training, materials and supplies.
8. Teacher Participation in Making Assessment Decisions: General Fund, Title 1A. Supports professional learning teams, data analysis, professional development.
9. Timely and Additional Assistance: General Fund, Title IA Supports interventionists, paraprofessionals, technology, supplemental materials and supplies, before and after school programs, summer programs.
10. Coordination and Integration of Resources: General Fund Supports administrative costs, Title I administration.

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

All support services will be directed at students not meeting state standards. Staff will receive specialized training to assist students in all content areas: math, reading, science, social studies and writing. Our staff has fully engaged a PBIS (Positive Behavior Intervention Support) plan that meets the guidelines of the law. PBIS rubrics were provided for staff, students and parents. In support of the PBIS goals, In addition, our school staff has been trained in the Steven Covey Leader in Me, as well as IB PYP learner profile. This program help supports our PBIS as well as our school improvement goals. Extended learning opportunities will be provided to meet the needs of students requiring additional support and those desiring enrichment activities. We strive to identify the needs of each child and utilize the programs that best meet those needs. Children are identified for various programs based on need and eligibility according to the criteria set. We work with Visions School (Adult Special Education program) to provide a "backpack" of perishable food every other weekend for Free/Reduced students to take home. We participate in the National School Lunch Program, providing nutritious meals to students who qualify. We make a concerted effort to ensure that we maximize all resources and follow all local, state and federal guidelines in utilizing our resources.

Evaluation:

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

The Multi-Tiered System of Support Team regularly evaluates the implementation of the school wide program. The MTSS team holds a formal data analysis, review of school achievement data, and review of the school improvement plan and its implementation each fall and spring. Parents are included in this process through participation on the Multi-Tiered System of Support Team and through communication with the PTA.

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

Using a combination of district standardized assessments like the NWEA's Measure of Academic Progress and locally developed common assessments, the School Improvement school-wide team and School Improvement Steering Team, along with key parent representatives, reviews achievement data to evaluate the results of the school wide program. Data is reviewed for year to year growth, and achievement gains are measured against the SMART goals set in the school improvement plan. 3-5 year trends in achievement areas and within subgroup populations are also analyzed.

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

Through analysis of 3-5 year trends, year to year growth, and subgroup population analysis, the school determines if the school wide program has been effective in increasing achievement of students who are furthest from achieving the standards. If the 3-5 year trends, year to year growth, and subgroup population analysis show increases in achievement in the bottom 30% of students as well as a narrowing of then achievement gap along with absolute increases in achievement across the broader student population, then the school wide program is deemed effective.

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

In the regular reviews and evaluation of the school improvement plan completed by the Multi-Tiered System of Support Team and key parent representatives, the plan is revised in areas where student achievement is not increasing at an expected rate or where subgroup population gaps in achievement are not being narrowed. Strategies and activities are changed or adjusted to ensure that targeted students and the broader student population's needs are being addressed in a relevant, specific, and research-based manner. This ensures continuous improvement in the school wide program.

2018-2019 School Improvement Plan

Overview

Plan Name

2018-2019 School Improvement Plan

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 Wood Creek students will improve in reading comprehension in both narrative and informational text.	Objectives: 1 Strategies: 2 Activities: 11	Academic	\$100000
2	All Wood Creek students will improve in the area of math computation.	Objectives: 1 Strategies: 2 Activities: 9	Academic	\$210000
3	All students will have a positive learning environment	Objectives: 1 Strategies: 2 Activities: 6	Organizational	\$0

Goal 1: All Wood Creek students will improve in reading comprehension in both narrative and informational text.

Measurable Objective 1:

72% of Kindergarten, First, Second, Third and Fourth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency (60th percentile or greater on NWEA) in reading comprehension in English Language Arts by 06/15/2018 as measured by District Reading Assessment test results.

Strategy 1:

Every classroom will utilize quality instruction practices in their every day classroom instruction - Teachers will assist students in self-monitoring and teacher will monitor student progress through Professional Learning Teams and classroom instruction. Teachers will guide students in monitoring of their own academic progress in combination with regular teacher monitoring of student progress. This combination of progress monitoring increases student self-efficacy, motivation and student achievement. Teachers will provide regular and specific feedback.

Category: English/Language Arts

Research Cited: "The Art and Science of Teaching: A Comprehensive Framework for Classroom Instruction" Robert J. Marzano, 2007

Tier: Tier 1

Activity - Professional Learning Communities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PLCs will meet weekly to discuss (1) What do we want students to learn?, (2) How will we know if they learned it?, (3) What will we do if they have not learned it?, (4) What will we do they have learned it?	Teacher Collaboration	Tier 1	Implement	08/27/2018	06/14/2019	\$0	General Fund	All staff

Activity - International Bacalaureate Curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The IB PYP program is an interdisciplinary program designed to improve student learning through connections between all subject areas. It is an inquiry-based instructional model designed to help students to be fully engaged in their own learning.	Direct Instruction, Curriculum Development	Tier 1	Getting Ready	08/27/2018	06/14/2019	\$0	General Fund	All staff

Activity - Staff and Student Discourse	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Wood Creek Elementary School

Schools will engage in practices for staff and student discourse. Core practices to promote effective discourse include: Providing safe, equitable environments for student discourse Using strategies to increase productive dialogue	Direct Instruction, Professional Learning, Teacher Collaboration	Tier 1	Getting Ready	08/27/2018	06/14/2019	\$0	General Fund	Principals, teachers
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Activity - Staff and Student Feedback	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Schools will engage in practices for staff and student feedback. Core practices to promote a culture of effective feedback include: Identifying learning goals Setting criteria for success Creating tasks, activities and exemplars that elicit evidence of student learning Using questioning strategies that elicit evidence of student learning Extending thinking during discourse Providing descriptive feedback Providing opportunities for peer feedback Providing opportunities for self-assessment Providing a collaborative culture of learning Using evidence to inform instruction	Direct Instruction, Professional Learning, Teacher Collaboration	Tier 1	Getting Ready	08/27/2018	06/14/2019	\$0	General Fund	Principals and teachers

Activity - Researched Aligned Literacy	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will engage in professional development and implementation of research aligned ELA.	Implementation, Curriculum Development, Materials	Tier 1	Implement	08/27/2018	06/14/2019	\$0	General Fund	teachers, principal, coaches

Activity - Small group instruction (flexible)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will plan and implement small group instruction in the area of ELA.	Direct Instruction, Implementation, Teacher Collaboration	Tier 1	Implement	08/27/2018	06/14/2019	\$0	General Fund	teachers, principal, coaches

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Strategy 2:

All teachers will use multi-tiered systems of support (MTSS) to differentiate classroom instruction for students in the bottom 30% - Teachers will differentiate instruction to provide an individualized instructional match, scaffold, challenge, and support for each student. This includes teachers using knowledge of their students and student data to plan lessons ahead of time that meet the needs of all students as well as being flexible to adjust lessons and plans in the moment to meet the changing needs of students. Differentiation also will include specific programs and activities that target the bottom 30% of students for support.

Category: English/Language Arts

Research Cited: Integrating Differentiated Instruction & Understanding by Design: Connecting Content & Kids, Tomlinson, McTighe 2006

Tier: Tier 1

Activity - Differentiating instruction for ALL students	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will differentiate instruction to provide an individualized instruction, scaffold, challenge, and support for each student. This includes teachers using knowledge of their students and student data to plan lessons ahead of time that meet the needs of all students, as well as being flexible to adjust lessons and plans in the moment to meet the changing needs of students. Differentiation also will include specific programs and activities that target particular groups of students for support.	Direct Instruction	Tier 1	Implement	08/27/2018	06/14/2019	\$0	General Fund	All staff
Activity - Online tools	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will utilize online tools such as Moby Max, Compass Learning, Success Maker, and Raz Kids for regular individualized practice.	Materials, Technology	Tier 1	Implement	08/27/2018	06/14/2019	\$0	General Fund	All staff
Activity - Instructional Support Time (IST)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students engage in IST at least three times per week. Based on current reading data, differentiated reading instruction is delivered. Interventionists support to help make the Tier 3 groups smaller and more individualized. Teacher engage weekly in collaboration and planning for IST time.	Direct Instruction, Teacher Collaboration	Tier 1		08/27/2018	06/14/2019	\$0	General Fund	All staff
Activity - Reading Interventionists	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

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Title I Reading Interventionists support each grade level daily during IST time. IST is differentiated instruction in reading. Interventionists and teachers work with small reading groups. Interventionists are also used to release teachers for regular IST planning time.	Direct Instruction	Tier 2	Implement	08/27/2018	06/14/2019	\$80000	Title I Schoolwide	All staff
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Activity - Summer School	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students are identified and invited to a 3 week reading and math program over the summer.	Academic Support Program, Extra Curricular	Tier 2	Getting Ready	08/27/2018	06/14/2019	\$20000	Title I Schoolwide	Principal, some teachers

Goal 2: All Wood Creek students will improve in the area of math computation.

Measurable Objective 1:

70% of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency (60th percentile or greater on NWEA) in the area of math computation in Mathematics by 06/15/2018 as measured by the district math assessment.

Strategy 1:

Every classroom will utilize quality instruction practices in their every day classroom instruction. - Math Teacher will assist Students in Self-monitoring and Teacher will Monitor Student Progress through Professional Learning Teams and Classroom Instruction Teachers will guide students in monitoring of their own academic progress in combination with regular teacher monitoring of student progress. This combination of progress monitoring increases student self-efficacy, motivation, and student achievement. Teachers will provide regular and specific feedback.

Category: Mathematics

Research Cited: "The Art and Science of Teaching: A Comprehensive Framework for Classroom Instruction" Robert J. Marzano, 2007

Tier: Tier 1

Activity - Professional Learning Community	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PLC will meet weekly to discuss 1. What do we want students to learn 2. How will we know if they learned 3. What will we do if they have not learned it 4. What will we do if they have learned it.	Teacher Collaboration	Tier 1	Implement	09/04/2018	06/14/2019	\$0	General Fund	All staff

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Activity - International Baccalaureate Curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
IB PYP program is a interdisciplinary program designed to improve student learning through connections between all subject areas, math, science, writing, and reading. It is a inquiry based instructional model designed to help students to be fully engaged in their own learning.	Direct Instruction, Curriculum Development	Tier 1	Getting Ready	09/04/2018	06/14/2019	\$0	General Fund	All Staff
Activity - After school tutoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in grades 1-5 4 days a week will receive a targeted extra math instruction. Students will be teacher selected based on NWEA scores and common instruction.	Academic Support Program	Tier 2	Getting Ready	09/04/2018	06/14/2019	\$10000	Title I Schoolwide	All Staff
Activity - Staff and Student Discourse	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Schools will engage in practices for staff and student discourse. Core practices to promote effective discourse include: Providing safe, equitable environments for student discourse Using strategies to increase productive dialogue	Direct Instruction, Professional Learning, Teacher Collaboration	Tier 1	Getting Ready	08/27/2018	06/14/2019	\$0	General Fund	Principals, teachers
Activity - Staff and Student Feedback	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Schools will engage in practices for staff and student feedback. Core practices to promote a culture of effective feedback include: Identifying learning goals Setting criteria for success Creating tasks, activities and exemplars that elicit evidence of student learning Using questioning strategies that elicit evidence of student learning Extending thinking during discourse Providing descriptive feedback Providing opportunities for peer feedback Providing opportunities for self-assessment Providing a collaborative culture of learning Using evidence to inform instruction	Direct Instruction, Professional Learning, Teacher Collaboration	Tier 1		08/27/2018	06/14/2019	\$0	General Fund	Principals, teachers
Activity - 8 mathematical practices	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

Wood Creek Elementary School

The 8 mathematical practices gets students to engage with math in a meaningful by not just focusing on the answer but the process. Students look for patterns to solve problems.	Communication, Direct Instruction, Implementation, Walkthrough, Professional Learning, Materials, Technology, Teacher Collaboration	Tier 1	Implement	08/27/2018	06/14/2019	\$0	General Fund	Principals Teachers math coaches (k-8)
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Strategy 2:

All teachers will use multi tiered systems of support to differentiate classroom instruction for students in the bottom 30%. - Teachers will differentiate instruction to provide an individualized instructional match, scaffold, challenge, and support for each student. This includes teachers using knowledge of their students and student data to plan lessons ahead of time that meet the needs of all students, as well as being flexible to adjust lessons and plans in the moment to meet the changing needs of students. Differentiation also will include specific programs and activities that target the bottom 30% of students for support.

Category: Learning Support Systems

Research Cited: Integrating Differentiated Instruction & Understanding by Design: Connecting Content & Kids; Tomlinson, McTighe; 2006

Tier: Tier 1

Activity - Differentiating instruction for ALL students	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will differentiate instruction to provide an individualized instruction math, scaffold, challenge and support for each student. This includes teachers using knowledge of their students and student data to plan lessons ahead of time that meet the needs of all students, as well as being flexible to adjust lessons and plans in the moment to meet the changing needs of students. Differentiation also will include specific programs and activities that target particular groups of students for support. Research Integrating Differentiated Instruction & Understanding by Design; Connecting Content & Kids; Tomlinson, McTighe; 2006 Activities; Data Analysis and Work in Professional Learning Teams District Cohort Professional Learning Intentional Pre-Planning for whole group and individual students strategy/Guided Reading Groups.	Direct Instruction	Tier 1	Implement	09/04/2018	06/14/2019	\$0	General Fund	All Staff

Activity - Online Tools	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

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Students will utilize online tools such as Moby Max, Compass learning, Success Maker for regular individualized practice.	Materials, Technology	Tier 1	Implement	09/04/2018	06/14/2019	\$0	General Fund	All Staff
Activity - Summer School	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students are identified and invited to a 3 week reading and math program over the summer.	Academic Support Program, Extra Curricular	Tier 2	Getting Ready	08/27/2018	06/14/2019	\$200000	Title I Schoolwide	Principal, some teachers

Goal 3: All students will have a positive learning environment

Measurable Objective 1:

demonstrate a behavior of reporting a positive equitable learning environment by 06/15/2018 as measured by student surveys. by 06/14/2017 as measured by student behavior incidents reported to the office.

Strategy 1:

Teachers will use multi tiered systems of support to meet the social and emotional needs of all students. - Teachers have been trained (2013) in the school-based Stephen Covey Leader in Me program. Staff are implementing the 7 Habits into academic and social/emotional classroom work. All staff use the 7 Habits to assist students in leading their best life and using the habits to be problem solvers. Our school has been tracking behavior incidents reported to the office. The MTSS team will meet bi-weekly to discuss students who are struggling socially, emotionally and with behaviors and discuss and implement research based strategies to support their growth.

Category: Learning Support Systems

Research Cited: "The Art and Science of Teaching: A Comprehensive Framework for Classroom Instruction" Robert J. Marzano, 2007

Tier: Tier 1

Activity - Differentiated Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will analyze subgroup NWEA growth and proficiency data and use LACO survey results to meet the needs of students of different backgrounds.	Academic Support Program, Monitor	Tier 1	Implement	08/27/2018	06/14/2019	\$0	General Fund	teachers, principal
Activity - Parent Involvement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

Wood Creek Elementary School

Teachers will analyze LACO parent survey.	Parent Involvement	Tier 1	Implement	08/27/2018	06/14/2019	\$0	General Fund	principal, teachers
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Strategy 2:

Every classroom will utilize quality instruction practices in their every day classroom instruction -

ELA Teacher will assist Students in Self-monitoring and Teacher will Monitor Student Progress through Professional Learning Teams and Classroom Instruction

Teachers will guide students in monitoring of their own academic progress in combination with regular teacher monitoring of student progress. This combination of progress monitoring increases student self-efficacy, motivation, and student achievement. Teachers will provide regular and specific feedback.

Learning Scales

Leadership Notebooks: Reading Activity Log and Stamina , Progress monitoring

Mini Lessons, Conferring, and Guided Reading / Strategy groups with Clear Objectives

Category: Other - Behavior

Research Cited: The Art and Science of Teaching: A Comprehensive Framework for Classroom Instruction” Robert J. Marzano, 2007

Tier: Tier 1

Activity - Culturally Responsive Teaching Practices	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will engage in culturally responsive teaching to support learning for all students.	Direct Instruction, Professional Learning, Materials	Tier 1	Getting Ready	08/27/2018	06/14/2019	\$0	General Fund	All teachers, principal

Activity - Culturally Responsive Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will engage in professional learning on being culturally responsive.	Professional Learning	Tier 1	Getting Ready	08/27/2018	06/14/2019	\$0	General Fund	Teachers and principal

Activity - Student Six Engagement Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Wood Creek Elementary School

<p>The Student Six Engagement strategies identify concrete behaviors for staff to be culturally responsive to all students, develop meaningful relationships and increase student engagement in learning. Visibility- Making every student feel acknowledged and included in the classroom. Engaging Students' Cultures- Incorporating positive elements of students' culture into classroom learning and community building Proximity- Using physical space to engage students and reduce perceived threat. Addressing Race- Talking openly about racial dynamics and how they impact the student experience. Connection to Students' Lives- Making linkages between classroom content and student experiences and perspectives. Connection to Future Selves- Helping students identify their future paths and using classroom experiences to guide students towards personal goals.</p>	<p>Communication, Direct Instruction, Implementation, Professional Learning, Teacher Collaboration</p>	<p>Tier 1</p>	<p>Implement</p>	<p>08/27/2018</p>	<p>06/14/2019</p>	<p>\$0</p>	<p>General Fund</p>	<p>Principals, teacher, central admin</p>
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Activity - International Baccalaureate	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Teachers will engage in IB professional development and grade level curriculum and unit planning.</p>	<p>Direct Instruction, Parent Involvement, Curriculum Development, Teacher Collaboration</p>	<p>Tier 1</p>	<p>Implement</p>	<p>08/27/2018</p>	<p>06/14/2019</p>	<p>\$0</p>	<p>General Fund</p>	<p>teachers, principal, IB coordinator</p>

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Staff and Student Feedback	Schools will engage in practices for staff and student feedback. Core practices to promote a culture of effective feedback include: Identifying learning goals Setting criteria for success Creating tasks, activities and exemplars that elicit evidence of student learning Using questioning strategies that elicit evidence of student learning Extending thinking during discourse Providing descriptive feedback Providing opportunities for peer feedback Providing opportunities for self-assessment Providing a collaborative culture of learning Using evidence to inform instruction	Direct Instruction, Professional Learning, Teacher Collaboration	Tier 1	Getting Ready	08/27/2018	06/14/2019	\$0	Principals and teachers
Parent Involvement	Teachers will analyze LACO parent survey.	Parent Involvement	Tier 1	Implement	08/27/2018	06/14/2019	\$0	principal, teachers
Small group instruction (flexible)	Teachers will plan and implement small group instruction in the area of ELA.	Direct Instruction, Implementation, Teacher Collaboration	Tier 1	Implement	08/27/2018	06/14/2019	\$0	teachers, principal, coaches
Staff and Student Discourse	Schools will engage in practices for staff and student discourse. Core practices to promote effective discourse include: Providing safe, equitable environments for student discourse Using strategies to increase productive dialogue	Direct Instruction, Professional Learning, Teacher Collaboration	Tier 1	Getting Ready	08/27/2018	06/14/2019	\$0	Principals, teachers
Differentiated Instruction	Teachers will analyze subgroup NWEA growth and proficiency data and use LACO survey results to meet the needs of students of different backgrounds.	Academic Support Program, Monitor	Tier 1	Implement	08/27/2018	06/14/2019	\$0	teachers, principal

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8 mathematical practices	The 8 mathematical practices gets students to engage with math in a meaningful by not just focusing on the answer but the process. Students look for patterns to solve problems.	Communication, Direct Instruction, Implementation, Walkthrough, Professional Learning, Materials, Technology, Teacher Collaboration	Tier 1	Implement	08/27/2018	06/14/2019	\$0	Principals Teachers math coaches (k-8)
Differentiating instruction for ALL students	Teachers will differentiate instruction to provide an individualized instruction, scaffold, challenge, and support for each student. This includes teachers using knowledge of their students and student data to plan lessons ahead of time that meet the needs of all students, as well as being flexible to adjust lessons and plans in the moment to meet the changing needs of students. Differentiation also will include specific programs and activities that target particular groups of students for support.	Direct Instruction	Tier 1	Implement	08/27/2018	06/14/2019	\$0	All staff
Researched Aligned Literacy	Teachers will engage in professional development and implementation of research aligned ELA.	Implementation, Curriculum Development, Materials	Tier 1	Implement	08/27/2018	06/14/2019	\$0	teachers, principal, coaches
Culturally Responsive Training	Teachers will engage in professional learning on being culturally responsive.	Professional Learning	Tier 1	Getting Ready	08/27/2018	06/14/2019	\$0	Teachers and principal
Staff and Student Feedback	Schools will engage in practices for staff and student feedback. Core practices to promote a culture of effective feedback include: Identifying learning goals Setting criteria for success Creating tasks, activities and exemplars that elicit evidence of student learning Using questioning strategies that elicit evidence of student learning Extending thinking during discourse Providing descriptive feedback Providing opportunities for peer feedback Providing opportunities for self-assessment Providing a collaborative culture of learning Using evidence to inform instruction	Direct Instruction, Professional Learning, Teacher Collaboration	Tier 1		08/27/2018	06/14/2019	\$0	Principals, teachers

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International Baccalaureate Curriculum	The IB PYP program is an interdisciplinary program designed to improve student learning through connections between all subject areas. It is an inquiry-based instructional model designed to help students to be fully engaged in their own learning.	Direct Instruction, Curriculum Development	Tier 1	Getting Ready	08/27/2018	06/14/2019	\$0	All staff
Culturally Responsive Teaching Practices	Teachers will engage in culturally responsive teaching to support learning for all students.	Direct Instruction, Professional Learning, Materials	Tier 1	Getting Ready	08/27/2018	06/14/2019	\$0	All teachers, principal
Instructional Support Time (IST)	All students engage in IST at least three times per week. Based on current reading data, differentiated reading instruction is delivered. Interventionists support to help make the Tier 3 groups smaller and more individualized. Teacher engage weekly in collaboration and planning for IST time.	Direct Instruction, Teacher Collaboration	Tier 1		08/27/2018	06/14/2019	\$0	All staff
International Baccalaureate Curriculum	IB PYP program is a interdisciplinary program designed to improve student learning through connections between all subject areas, math, science, writing, and reading. It is a inquiry based instructional model designed to help students to be fully engaged in their own learning.	Direct Instruction, Curriculum Development	Tier 1	Getting Ready	09/04/2018	06/14/2019	\$0	All Staff
Professional Learning Community	PLC will meet weekly to discuss 1. What do we want students to learn 2. How will we know if they learned 3. What will we do if they have not learned it 4. What will we do if they have learned it.	Teacher Collaboration	Tier 1	Implement	09/04/2018	06/14/2019	\$0	All staff

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Student Six Engagement Strategies	<p>The Student Six Engagement strategies identify concrete behaviors for staff to be culturally responsive to all students, develop meaningful relationships and increase student engagement in learning.</p> <p>Visibility- Making every student feel acknowledged and included in the classroom.</p> <p>Engaging Students' Cultures- Incorporating positive elements of students' culture into classroom learning and community building</p> <p>Proximity- Using physical space to engage students and reduce perceived threat.</p> <p>Addressing Race- Talking openly about racial dynamics and how they impact the student experience.</p> <p>Connection to Students' Lives- Making linkages between classroom content and student experiences and perspectives.</p> <p>Connection to Future Selves- Helping students identify their future paths and using classroom experiences to guide students towards personal goals.</p>	Communication, Direct Instruction, Implementation, Professional Learning, Teacher Collaboration	Tier 1	Implement	08/27/2018	06/14/2019	\$0	Principals, teacher, central admin
Staff and Student Discourse	<p>Schools will engage in practices for staff and student discourse. Core practices to promote effective discourse include:</p> <p>Providing safe, equitable environments for student discourse</p> <p>Using strategies to increase productive dialogue</p>	Direct Instruction, Professional Learning, Teacher Collaboration	Tier 1	Getting Ready	08/27/2018	06/14/2019	\$0	Principals, teachers
Differentiating instruction for ALL students	<p>Teachers will differentiate instruction to provide an individualized instruction math, scaffold, challenge and support for each student. This includes teachers using knowledge of their students and student data to plan lessons ahead of time that meet the needs of all students, as well as being flexible to adjust lessons and plans in the moment to meet the changing needs of students.</p> <p>Differentiation also will include specific programs and activities that target particular groups of students for support. Research Integrating Differentiated Instruction & Understanding by Design; Connecting Content & Kids; Tomlinson, McTigh; 2006 Activities; Data Analysis and Work in Professional Learning Teams District Cohort Professional Learning Intentional Pre-Planning for whole group and individual students strategy/Guided Reading Groups.</p>	Direct Instruction	Tier 1	Implement	09/04/2018	06/14/2019	\$0	All Staff
Online Tools	<p>Students will utilize online tools such as Moby Max, Compass learning, Success Maker for regular individualized practice.</p>	Materials, Technology	Tier 1	Implement	09/04/2018	06/14/2019	\$0	All Staff

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International Baccalaureate	Teachers will engage in IB professional development and grade level curriculum and unit planning.	Direct Instruction, Parent Involvement, Curriculum Development, Teacher Collaboration	Tier 1	Implement	08/27/2018	06/14/2019	\$0	teachers, principal, IB coordinator
Professional Learning Communities	PLCs will meet weekly to discuss (1) What do we want students to learn?, (2) How will we know if they learned it?, (3) What will we do if they have not learned it?, (4) What will we do they have learned it?	Teacher Collaboration	Tier 1	Implement	08/27/2018	06/14/2019	\$0	All staff
Online tools	Students will utilize online tools such as Moby Max, Compass Learning, Success Maker, and Raz Kids for regular individualized practice.	Materials, Technology	Tier 1	Implement	08/27/2018	06/14/2019	\$0	All staff

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Summer School	Students are identified and invited to a 3 week reading and math program over the summer.	Academic Support Program, Extra Curricular	Tier 2	Getting Ready	08/27/2018	06/14/2019	\$200000	Principal, some teachers
Reading Interventionists	Title I Reading Interventionists support each grade level daily during IST time. IST is differentiated instruction in reading. Interventionists and teachers work with small reading groups. Interventionists are also used to release teachers for regular IST planning time.	Direct Instruction	Tier 2	Implement	08/27/2018	06/14/2019	\$80000	All staff
After school tutoring	Students in grades 1-5 4 days a week will receive a targeted extra math instruction. Students will be teacher selected based on NWEA scores and common instruction.	Academic Support Program	Tier 2	Getting Ready	09/04/2018	06/14/2019	\$10000	All Staff
Summer School	Students are identified and invited to a 3 week reading and math program over the summer.	Academic Support Program, Extra Curricular	Tier 2	Getting Ready	08/27/2018	06/14/2019	\$20000	Principal, some teachers