School Improvement Plan

Wixom Elementary School

Walled Lake Consolidated Schools

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2019-2020 Wixom Elementary School Improvement Plan - Update January 2020
Overview

Goals Summary

Goal 1: All students at Wixom Elementary School will become proficient at using critical thinking skills in English Language Arts, social studies, and across the curriculum.

Goal 2: All students at Wixom Elementary School will become proficient readers.

Goal 3: All students at Wixom Elementary School will become proficient writers.

Activity Summary by Funding Source
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 2019-2020 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

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<tr>
<td>1.</td>
<td>Which option was chosen for Goals and Plans?</td>
<td>Goals and Plans in ASSIST</td>
<td>See Goals and Plans in ASSIST</td>
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Title I Targeted Assistance Diagnostic
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 process conducted?

Building-wide student achievement data was reviewed as part of our Comprehensive Needs Assessment at our Leadership Team meetings during the second semester of the 2018-2019 school year. At our last Leadership Team meeting in June, 2019 we reviewed our end of the year student achievement data. We reviewed the preliminary (unreleased) M-STEP data in ELA and math for grades 3-5. Some of the local data that we reviewed for grades K-5 included the results of the i-Ready testing for math and reading as well as our writing baseline data for on-demand Writing.

Earlier in the year we also reviewed our M-STEP data from the 2017-2018 school year for ELA, mathematics, science, and social studies for strengths and weaknesses. We also analyzed the achievement data for our Economically Disadvantaged students, our ELL students, our African American students, our Hispanic students, our Students With Disabilities, our boys, and our girls.

In April and May of 2018, the members of our Literacy School Improvement Team worked with our principal and our school district's Language Arts Coordinator to do the detailed revisions of our 2 year plan for School Improvement Plans for Reading and Writing. In June 2019, the Leadership team reviewed the two year plan and made some revisions for the 2019-2020 school year.

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?

All students across all academic levels, economic levels, disability levels, cultural groups, and gender are regularly assessed utilizing a variety of assessment tools including the Developmental Reading Assessment (DRA), the Observation Survey (OS), the Lucy Calkins Writing Rubrics, the Michigan Student Test of Educational Progress (M-STEP), the WIDA-ACCESS for English Language Learners, as well as the Walled Lake Consolidated Schools (WLCS) Unit Benchmark Assessments for grades two through five. The Walled Lake Consolidated Schools Benchmark Assessments are administered approximately quarterly for mathematics, science, and social studies.

Also, the students take i-Ready assessments in mathematics and reading three times per year. Classroom teachers utilize these assessments to drive instruction and to implement academic programs for students that best meet each child's needs. Assessments include students from the academic levels of kindergarten through fifth grade.

Each of these assessments provides detailed information about each individual child. Assessment data is reviewed by individual classroom instructors as well as in a team setting by grade level teachers. General trend information is gathered as well as specific student data. Our Student Instructional Planning Process (SIPP)/MTSS Team also meets weekly on Monday afternoons to review at-risk students at each grade level and individual growth monitoring plans as well as group documentation is analyzed. Data and teacher observation are 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, and interventions are planned for those students.
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.

All students in grades K-5 who are performing at a level of "Somewhat Below," "One Year Below," or "More Than One Year Below" in the four core areas are initially referred to a child's grade level team of teachers for review. Academic instructional plans, as well as academic grouping assignments, are reviewed and an initial plan of instructional intervention is developed. Utilizing an MTSS model, these students are generally tiered into one of three intervention levels: Tier 1, Tier 2, or Tier 3.

Generally, Tier 1 students perform successfully under general, grade level instruction. These students often need additional assistance or differentiation that is provided in the day-to-day instruction from the teacher. In the classroom this is achieved through targeted, leveled instruction using the workshop model. Tier 2 students are those students who need additional assistance, and will be considered for Title I services. Following the grade level team meeting and review of a child's academic performance and the interventions already implemented by the classroom teacher, a team consisting of representatives of that grade level along with school-level personnel develops a targeted plan of instruction to provide instruction that addresses the state core curriculum standards in the four core academic areas in light of the current performance level of a child.

Intervention assistance could come in the form of literacy intervention groups, mathematics intervention groups, or family-related math and literacy instruction. A student who is identified as Title I usually participates in one or more of these Tier 2 interventions, which are funded by Title I funds. Should Tier 2 interventions fail to address academic deficiencies, Tier 3 interventions are implemented which generally include referral for additional testing performed by our special education personnel. Sometimes Reading Recovery is considered a Tier 3 intervention and is funded with Title I funds.

In order for a student to receive Tier 2 or Tier 3 interventions, he/she must meet one or more of the following criteria:
(1) perform below the WLCSD grade level standard on the Developmental Reading Assessment (DRA);
(2) perform below the instructional standard in writing based on the Lucy Calkins Writing Rubrics;
(3) perform at a standard below expectations in enabling skills;
(4) regularly score below 70 percent proficient in a WLCSD Benchmark Assessment in one of the four core academic areas;
(5) score a "3" or a "4" on the M-STEP test in English Language Arts or mathematics;
(6) score below the grade level standard on the i-Ready reading or math diagnostic test;
(7) be eligible for special education services;
(8) be eligible for English Language Learner (ELL) services.

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.

At Wixom Elementary, the identification process for students in preschool through grade 2 is not 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. Please see the description of the identification process in item #3 above. One additional criterion that is used to determine if a young child is to receive Tier 2 or Tier 3 interventions is if the student is performing below the WLCSD standard on the Walled Lake Literacy Progress Profile (WL-LPP).
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.

Please find below a description of the Title I, Part A program services that were provided during the 2018-2019 school year to ensure that eligible children received supplemental assistance in the four core academic areas.

1. Reading Recovery teacher to improve literacy skills for Title I identified students. The program accelerates student learning within a limited time frame. Areas of need are identified and become a focus for improvement. Reading Recovery students who are first graders receive one-on-one Reading Recovery instruction. Literacy group students who are in grades K-2 are served by the Reading Recovery teacher in small groups.

2. Literacy and Math Intervention teacher worked with students who were struggling with reading and writing skills in grades 2 and 3 and in math skills in grades 2 and 3. This certified teacher works with Title I students in small groups. The students in these groups work on fiction texts and non-fiction texts. Students also worked with the interventionist in math groups an focused on grade specific standards in mathematics instruction where students showed deficiencies. From September 2018 until June 2019 of the 2018-2019 school year we had one half time Literacy/Math Intervention teacher who worked with Title I students in small literacy groups for the first half of the year, then with small math groups for the second half of the year.
1. How is program planning for eligible students incorporated into the existing school improvement planning process?

At Wixom Elementary, we ensure that planning for all students, including our Title I, Part A students is incorporated into our existing School Improvement planning process. The Walled Lake Schools planning process incorporates both the Professional Learning Communities (PLC) and the Student Instructional Planning Process (SIPP)/MTSS process. Both of these processes are complementary and are considered research-based best practice to improve student learning.

The key principles of the SIPP/MTSS process and our PLC orientation include the following characteristics:
- Use scientific data, research-based interventions
- Identify students not achieving to grade-level, benchmark standards
- Use a problem solving model to make instructional and intervention decisions
- Commit to effectively teaching all children
- Intervene early
- Support learning with systematic multi-tier service delivery model
- Monitor student progress to inform instruction
- Use data to make decisions
- Use assessment for three purposes (screening, progress monitoring, and diagnostic)

The Walled Lake SIPP/MTSS process incorporates accountability for results in all of our schools. All students are expected to meet the State of Michigan and district standards, and students who experience difficulty mastering those standards are provided timely, effective, additional multi-tier assistance, including Title I identified students. All teachers use common assessments, such as the Developmental Reading Assessment (DRA), the Lucy Calkins Writing Rubrics, the Walled Lake Literacy Progress Profile (WL-LPP), i-Ready reading and math diagnostic tests, the M-STEP, and math benchmark assessments to screen all students.

The Walled Lake SIPP/MTSS and PLC Process operate according to a plan that contains proven, research-based pyramid of intervention strategies (Tier 1 and Tier 2) designed to facilitate school-wide reform and improvement. The availability of time for staff to meet, analyze data, problem-solve strategies, and collaborate on solutions to address identified needs is an essential component of the SIPP/MTSS and PLC process.

For the PLC process, our school’s Leadership Team coordinates and oversees the School Improvement planning process. Our Leadership Team is comprised of one or more teachers from each of the school improvement teams including: the Critical Thinking Team, the iCouncil Team, the Data Team, and the ELA Team. The Leadership Team revises our School Improvement Plan on an annual basis after reviewing our student achievement data. The common assessments that we review include the DRA, the Lucy Calkins Writing Rubrics, the WL-LPP, the i-Ready reading and mathematics diagnostic tests, the M-STEP, and mathematics benchmark assessment data.

Our SIPP/MTSS process at Wixom Elementary naturally folds into our school improvement work. Our SIPP/MTSS Team includes the principal, school social worker, speech and language teacher, school psychologist, a Reading Recovery teacher, resource room teachers, teacher consultant, and two general education classroom teacher liaisons. The SIPP/MTSS Team meets every Monday afternoon to discuss the progress of students at Wixom Elementary including many of our Title I identified students. Tier 1 and Tier 2 interventions are planned, and assistance is given to teachers to help struggling learners. Progress is monitored in a systematic format. The classroom teacher liaisons
provide support in the classrooms for the classroom teachers by pushing into classrooms to provide targeted support. The general education teacher liaisons also attend the Monday SIP/MTSS meetings to provide a classroom teacher’s insight for our students falling behind grade-level expectations.

Each grade level is also assigned one of the SIPP/MTSS team members from special services to be a liaison for the grade level team. Teachers and SIPP/MTSS liaisons meet regularly to use assessment information to plan and implement Tier 1 instructional strategies (classroom-based reading intervention groups, writing intervention groups, mathematics intervention groups, or other best practice instruction). Tier 2 intervention strategies (literacy groups, math intervention groups, writing groups) are available for students who may need additional core instruction support. SIPP/MTSS also provides individual planning for students who have not made sufficient progress after at least two cycles of additional Tier 1 classroom instruction.

The Leadership Team has incorporated small group interventions into many of the activities that are included in the School Improvement Plan for Wixom Elementary. Small group interventions include intervention groups for reading, writing, and mathematics instruction for at-risk learners. Also, our School Improvement plan includes Tier 2 interventions for our Title 1 eligible students such as one-on-one and small group literacy instruction that is provided by our Title I funded Reading Recovery teacher and small group mathematics and reading instruction that was provided by our Title I funded Mathematics/Reading Intervention teacher.

We have several representatives who are members of both the Leadership Team and the SIPP/MTSS Team at Wixom Elementary. This also helps to ensure that the programming needs of our Title I eligible students are considered as the School Improvement Plan is written and revised for our school.
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?

All of the classroom strategies address meeting the Common Core Expectations. All School Improvement goals were created to instruct toward the learning of required State Standards.

iReady diagnostic is a tool we use to assess for learning. It helps identify weaknesses/gaps of learning in four domains. Students are automatically differentiated based on need and instructional plans are available to all instructional staff. iReady reading and math lessons are made available for all students in kindergarten - 5th grade. During Math Workshop time, students work on the sequential i-Ready online math program. This supplemental program is tailored to deficit skills in mathematics as shown by the i-Ready Mathematics Diagnostic test. All classroom teachers in grades K-5 are using Everyday Mathematics 4 (EM4) curriculum and Number Talks in order to help our students reach the State's standards. Games from EM4 are also used for practice to improve number sense. Also in mathematics, we will be holding two Title I Family Learning Nights for our eligible students and their parents which will have components focused specifically on math skill. On those nights the parents will learn about at-home activities that they can do to help their child with mathematics. The students and parents will work together to practice some of the activities during the Title I Family Learning Nights.

In reading and writing, students will receive daily supplemental reading/writing lessons from our Reading Recovery teacher in either one-on-one or small group settings to help the eligible students reach the State's standards. In the small group lessons, the students will work on fiction and non-fiction texts including social studies and science topics. Also we will have reading and writing components to our Title I Family Learning Nights where eligible students and their parents will be learning about at-home activities that they can do to help their child with reading and writing. The students and their parents will work together to practice some of the activities during the Title I Family Learning Nights.

In reading, students in grades K-5 will also use the i-Ready online reading lessons. Teachers will hold one-on-one conferences with these students on a regular basis to discuss their progress and to set learning goals. Additionally, vocabulary instruction in all core academic areas is used to support comprehension and writing acquisition. Units of study/unit planners ensure CCSS are aligned with daily curriculum and instructional practices. IRIP plans are written three times a year for students not making the reading cuts scores to fulfill the 3rd grade retention law. We are also aligning our PBS program, Conscious Discipline, to restorative practices to assist students with socio-emotional needs.

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

In reading and writing, we use the Lucy Calkins Units of Study for Reading and the Lucy Calkins Units of Study for Writing in order to improve the academic achievement in literacy of Title I eligible students and all students in grades K-5. In grades K-2 we are also implementing the Lucy Calkins Units of Study in Phonics. These research-based programs were written by Lucy Calkins and others at the Teachers College at Columbia University in New York.

In literacy, mathematics, social studies, science, art, music, media, and physical education we will be implementing Visible Thinking routines.
as a method to increase the critical thinking skills of Title I eligible students and all students at Wixom Elementary. These research-based thinking routines have been shown to help create a culture of thinking for all students. The research was done by Ron Ritchard and others at Harvard University.

Other research-based materials and methods used in our plan:
- Growth Mindset by Carol Dweck
- Conscious Discipline by Becky Bailey
- Notice and Note: Strategies for Close Reading by Kylene Beers, Robert E. Probst
- Learning Targets: Helping Students Aim for Understanding in today's Lesson by Connie M. Moss and Susan M. Brookhart
- Reading Recovery, Marie Clay
- Lucy Calkins checklists and rubrics for writing instruction
- Number Talks by Sherry Parrish
- Every Day Math/Common Core Standards Initiatives of Oakland County
- Effect size, John Hattie
- iReady Built for the Common Core - reliable growth measure and individualized instruction.
- Unselfie - Raising Empathetic Children in a World About Me, Dr. Michele Borba

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

Data from iReady, our Developmental Reading Assessment (DRA), and Checklists & Rubrics from Lucy Calkins Reading unit of study Assessment shows students acceleration with our reading program. The majority of our Reading Recovery students are discontinued after 20 weeks of instruction. WL-LPP scores show literacy acquisition. We also collect pre-test and post-test student achievement data using the iReady diagnostic on the Title I services that we have provided for our eligible students through our math intervention groups taught by our Title I Literacy and Math Intervention teachers. The data shows strong student growth for our at-risk learners in mathematics.

Parents attend our Title I Family Learning Nights which has embedded Literacy, Math, and technology practices. Our SIPP/MTSS process utilizes best practices when planning individual and group plans for students at risk. IRIP plans and meetings bridge school and home learning for those students most at risks. Our K-5 curriculum nights help set the pace and expectations for the school year. The plans are monitored and celebrated as students find success and demonstrate effort.

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

At Wixom Elementary, our Reading Recovery teachers and our Literacy/Math Intervention teacher work closely with the classroom teachers to schedule times for their supplemental instruction that do not interfere with primary, teacher-led instruction by the classroom teacher. Our 31a funded literacy interventionist also works with our teachers to best schedule time to work with students. For example, supplemental lessons in which the students are pulled from their regular classroom are scheduled during silent reading time or read aloud time. With this type of careful scheduling, our Title I eligible students are rarely missing primary, teacher-led instruction by the classroom teacher. Also our ELL teachers had been pulling students out of the classroom for instruction, but recently they have been pushing into the classroom to support instruction in reading, writing, math, science or social studies.
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?

The supplemental Title I, Part A program at Wixom Elementary is coordinated with and integrated with the regular education program. Regular education classroom teachers analyze achievement data to identify struggling students in grades K-5 who are in need of Title I, Part A services. Some of those services include Reading Recovery for first graders, literacy intervention groups for students in grades K-2, reading comprehension or reading fluency groups for third grade students, and math intervention groups for students in grades 2 and 3 (not currently funded for the 2019-2020 school year).

The Title I teachers who are teaching each of these programs coordinate their efforts on an on-going basis with the regular education classroom teachers of all of our struggling students. Meetings are held on a regular basis between the Title I teachers and the classroom teachers to review the progress of our students who are receiving Title I services and interventions are adjusted based on the outcome of these review meetings. Our SIPP / MTSS Team (which focuses on planning for at-risk students in our school) meets once per week to review the progress of many of our Title I students, and some of our Title I teachers serve on this team. Grade level liaisons from the SIPP/MTSS Leadership Team and our Upper and Lower elementary general education classroom teacher liaisons are responsible to meet with the regular education classroom teachers to give updates about individual Title I students who have been discussed at the weekly meetings. The general education teacher liaisons also provide support once per month to the classroom teachers in the classroom with specific, targeted students.

We have focused on integrating the instructional strategies that are used in our Title I, Part A programs with those strategies that are used in our regular education classrooms. Our Title I Reading Recovery teachers are curriculum leaders in our school who share the strategies that they use for small group reading and writing instruction with all of our classroom teachers. Our classroom teachers are using the same reading and writing instructional strategies. In this way, we feel that the students are able to apply what they have learned in their supplemental literacy groups in their regular education classrooms and vice versa. Our Title I Mathematics Intervention teacher has also worked closely with the classroom teachers to be sure that common instructional strategies are used in both the supplemental Title I Mathematics Intervention groups and in the regular education classrooms.

At the present time we will not have enough Title I, Part A funds to provide a Mathematics Intervention teacher for the 2019-2020 school year. Also we do not provide services for children with Limited English Proficiency using Title I, Part A funds.

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.

The transition plan for preschool age children and their families begins with our Kindergarten Orientation Meeting each year in March. The kindergarten teachers do a formal presentation for the parents of the preschool age students about the curriculum, social/emotional development of young children, and strategies that parents can use to help prepare their child for kindergarten.

Each year in May, we invite the preschool students and their parents to our school for our Kindergarten Visit Day. As the students move from activity to activity around our school, the kindergarten teachers observe them and take notes on their early learning skills and
social/emotional development.

In late May and early June, appointments are set up with each of the incoming kindergarten students and their parents to meet with one of our kindergarten teachers. At this appointment, the kindergarten teacher gathers some input from the parent about the academic and social-emotional needs of the student, and then each student is given a brief academic assessment to determine their level of skills in early literacy, mathematics, and fine motor skills.

In late August, the new kindergarten students go to the classroom for "Meet Your Teacher Day" to meet their new teacher and to become acclimated to their classroom. And finally the kindergarten students start school on the first day with a staggered start (AM/PM) so the students can acclimate themselves to the kindergarten classroom and routines with a smaller group on the first day of school.

For students attending preschool in the Walled Lake Consolidated School District, the preschool teachers around our school district fill out detailed placement forms describing the strengths and weaknesses of each of their students. The preschool teachers meet with each school (kindergarten teachers and principal) to review the placement cards and discuss students' strengths and weaknesses. These placement forms and information are used by our kindergarten teachers in their planning at the start of the school year to ensure continuity between the preschool and kindergarten programs.
## Component 6: Instruction by Highly Qualified Staff

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<tr>
<td>1. Do all of the Title I, Part A instructional paraprofessionals meet the NCLB requirements for highly qualified? Provide an assurance statement regarding this.</td>
<td>No</td>
<td>We do not employ any paraprofessionals with Title I funds at Wixom Elementary.</td>
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<tr>
<td>2. Do all of the teachers meet the NCLB requirements for highly qualified? Provide an assurance statement regarding this.</td>
<td>Yes</td>
<td>Yes, all of our teachers at Wixom Elementary meet the NCLB requirements for highly qualified. Teachers are teaching in areas as identified on their teaching certificates and within programs where they have received additional specialized training. 100% of instructional staff have been rated Effective or higher on the Danielson rubric supported by the Michigan Educator Evaluation tool.</td>
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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?

Our Title I Reading Recovery teachers participate in ongoing and sustained professional development that is provided by our Reading Recovery Teacher Leader for our school district. This professional development includes the study of research-based literacy instruction as well as "behind the glass" teaching when individual Reading Recovery teachers do sample lessons behind a window/mirror as the other teachers in the group watch. Then the instruction of the teacher who was observed is critiqued and effective strategies are shared. Our school district's Literacy Staff Developer and Reading Recovery Teacher Leader have provided ongoing and sustained professional development for our Title I Literacy Intervention teachers.

Our school district's Mathematics Staff Developer has provided ongoing and sustained professional development for our Title I Mathematics Intervention teacher. During the past four years, both of our Special Services Resource Room teachers were trained as Reading Recovery teachers. This helped to integrate the types of literacy instructional strategies that are being used by our Title I teachers with our Special Services teachers.

During the 2018-2019 school year, additional staff development for the entire Wixom Elementary staff was provided by the school district's curriculum developers. The staff participated in a second year-long training series on the Lucy Calkins Units of Study for Writing provided by our school district's Language Arts Coordinator. Several of our Wixom teachers visited another school in the county where Calkins Reading and Writing have been used for 5 years. The teachers observed and presented their learning to the Wixom staff. Many of our K-5 teachers also attended district-wide summer workshops on the Lucy Calkins Writing Units of Study by trainers who came directly from the Teachers College in New York.

Also, all of the Wixom teachers participated in extensive training on "Cultures of Thinking" provided by teacher-leaders on the Wixom Elementary staff. The Wixom staff continue to receive training sessions on Social Justice that are presented by members of the Walled Lake Schools Social Justice Committee.

During the 2019-2020 school year, all teachers will participate in extensive reading training on our newly adopted Lucy Calkins Units of Study for Reading program which will be provided by our school district's Language Arts Coordinator and teacher-leaders from the Wixom Elementary staff. Also, all of the Wixom teachers will receive continued training on "Cultures of Thinking" provided by teacher-leaders on the Wixom Elementary staff.

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?

At Wixom Elementary we provide annual training for the parents of our Title I eligible students in literacy and mathematics. We will hold two Title I Learning Nights for the parents of eligible students in grades K-5. Parents and students attend these training sessions together that are taught by the school.
staff and curriculum staff developers from our Walled Lake Schools central office. The goal is for parents to learn strategies that they can use at home to help their child with reading, writing, and mathematics. We also focus on using technology at home to foster improved reading and writing. Specifically, we encourage parents to use technology to have their child use the iReady lessons for targeted math and reading instruction. Title I funds have been used to purchase books, reading games, calculators, math games, and other learning materials that parents and their children can use together at home. During the 2018-19 school, we used Title 1 funds to purchase Chromebook computers for our Title I targeted students to borrow from school for a week at a time to use at home for iReady reading and math. The principal of our school begins each of these Learning Nights by making a short presentation to the parents about Title I programs and services.

Our staff will also provide two or more training opportunities which will be open to all parents which are call the "Parents As Partners" program. Topics we will cover include: Conscious Discipline, Cultures of Thinking, technology that can assist students in learning. Other staff members who work with Title I Part A eligible children have attended training on Becky Bailey's Conscious Discipline program and Ron Ritchhart's Cultures of Thinking program.

Every year we hold grade level Curriculum nights for families. This evening program provides parents with an overview for the year in each content area and describes the expectations that the Common Core outlines. We hold monthly PTA meetings where programming information is shared.

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<td>3. Your school's professional development/learning plan or calendar is complete.</td>
<td>Yes</td>
<td>The Professional Development/Learning Plan for Wixom Elementary School for the 2019-2020 school year is attached. Our online KALPA system keeps record of all professional learning our staff completes.</td>
<td>Wixom 2019-2020 Professional Learning</td>
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Component 8: Strategies to Increase Parental Involvement

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

At Wixom Elementary, families of targeted students were invited to provide input regarding Family Learning meetings. Parents were surveyed after the meetings and survey results were used to plan future meetings. Parent meetings for K-3rd grade students are also held for those students missing the identified cut scores from iReady diagnostics. Their input has been documented and will be used two-fold:

1. Program reviews
2. Improvement of programs and how to best meet individual family needs.

Targeted Assistance programs were shared and discussed at monthly PTA meetings. Input is documented and discussed how to systematically implement future ideas.

Every year we begin with curriculum nights for families K-5. These evenings provide families with an overview of the year in each content area and describes the expectations outlined by the Common Core. All families have an opportunity to fill out a survey on the leadership and educational learning of the building. Information can be extrapolated from the survey to assist in program planning/needs for our students and school as a whole.

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

Parents of Title I eligible students have been actively involved in the Family Learning Nights that we have implemented at Wixom Elementary. Approximately 30 parents attended these sessions along with their children. They participated in the academic activities along with their children. Surveys taken at the end of each Learning Night were used as input for how to structure the future Learning Nights.

Our ELL paraprofessionals also planned events for eligible students and families to attend school to ask questions and gather ideas to meet their needs in order to support their children. At the beginning of the school year, information regarding Title I will be shared with families by using our website and newsletters.

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<tbody>
<tr>
<td>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?</td>
<td>Yes</td>
<td>A survey is collected from our Targeted families asking for specific perception of our programming. We also ask for suggestions for the following school year. Our Parents as Partners nights are also used to gather input from families. The administrators evaluation survey is another vehicle used to gather perception data on the leadership of the school including all facets.</td>
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4. Describe how the parent involvement activities outlined in Section 1118 e (1)-(5) and (14) and Section 1118 (f) are implemented.

In the Vision Statement for Wixom Elementary, we have a section that is dedicated to Parent/Community Partnerships. The following three statements are included in this section:

1. Staff, parents, and community members effectively communicate and collaborate as partners toward the common goal of success for all students.
2. Parents and community members actively participate in the education of our students.
3. Staff, parents, and community work together to celebrate the accomplishments of our school.

In the Beliefs Statement for Wixom Elementary we included the following commitment: We commit to involve parents and community members in the education of our students.

The parent involvement activities outlined in Section 1118 e (1)-(5) and Section 1118 (f) are implemented at Wixom Elementary as follows:

Section 1118 e (1): The staff at Wixom Elementary helps parents to understand such topics as the State's academic content standards, State student academic achievement standards, State and local academic assessments, how to monitor their child's progress at school, and how to work with their teacher and other educators to improve the achievement of their child in several ways. One important way is at our annual Curriculum Nights in September. All parents are invited to a 45 minute curriculum presentation with their child's classroom teacher and the topics above are discussed. Another way that information is shared with parents is at our Annual Education Report meeting which is held every October in conjunction with our PTA Meeting. Our principal and Leadership Team members talk about our M-STEP results as well as the results of local assessments at this meeting. Our annual fall Parent-Teacher Conferences are another important way that all of the above information is shared with parents.

Section 1118 e (2): The staff at Wixom Elementary provides training and materials to help parents to work with their children to improve their children's achievement in several ways. Our Title I Learning nights for parents of eligible students in grades K-5 are training sessions on how to help your child at home in reading, writing, mathematics, and technology. A variety of materials for parents to use at home with their child for reading, writing, and mathematics were purchased using Title I funds and have been distributed to the parents at these nights. Chromebook computers were also purchased to allow parents to "check-out" the computers for a week at a time to use technology at home to support learning in math and reading. A successful program that the staff at Wixom Elementary started in March, 2013 is a series of evening workshops for parents on how to help their children at home is called "Parents As Partners". This program continued every school year since then and has included topics in reading, Cultures of Thinking, and Conscious Discipline. One of our Parents As Partners activity in 2019 was to host a day time Open House-style format for parents to come to school to learn more about Cultures of Thinking from the teachers and students. All students, including our Title I targeted students, and families were involved. We had about 70% of our families attend, included about 65% of our Title I families. No Title I funds were used for this program-- it was funded by the Wixom Elementary PTA. During our evening workshops, the parents attend a keynote session on a topic of interest about the school program. In the past, "Parents As Partners" programs included one workshop on our school-wide "Conscious Discipline" program given by a keynote speaker and workshops on our school-wide "Cultures of Thinking" program. Pans for the 2019-2020 school year include continued parent education on Cultures of Thinking, Conscious Discipline, and Technology.

Section 1118 e (3): At Wixom Elementary we have educated our teachers, pupil services personnel, principal, and other staff in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school through a series of workshops on Ruby Payne's book "A Framework for Understanding Poverty". This training on working with parents and students who live in poverty was provided by Scott Felkey from Oakland Schools for the entire staff. During the 2012-2013 school year our Leadership Team formed a "Parents As Partners"
Committee which had the goal of finding new ways to reach out to and work with our parents as equal partners. As is noted above, the successful series of "Parents As Partners" workshops was created as a result of the work of this committee.

Section 1118 e (4): At Wixom Elementary we have coordinated and integrated parent involvement programs and activities with the Walled Lake Schools pre-school program and the Walled Lake Schools Head Start program. In order to coordinate our efforts, the principal of Wixom Elementary works closely with the Director of the Walled Lake Schools pre-school program and Head Start Program, Joan Sare. Parents at our school who also have children of pre-school age are encouraged by our principal and teachers to register their child for preschool or Head Start. In early March, the kindergarten staff at Wixom Elementary conducts a Kindergarten Orientation session for parents of pre-school students who will be attending kindergarten in the fall to learn about the kindergarten curriculum and procedures. In addition, our school holds a special Pre-Kindergarten Visit Day for incoming kindergarten students to become familiar with the teachers and our school. The pre-school students visit the kindergarten classroom, music class, and physical education class in order to meet some of the teachers and to become familiar with our school for the fall. The students also take a bus ride to become familiar with the bus. The sessions for parents on this day are focused on how to help your child at home to get ready for school including topics on reading readiness, the importance of at-home reading, and preparing your child socially/emotionally for school. The students receive a bucket of hands-on learning materials as well as a Summer At-Home Reading Log to log the books that they read at home over the summer with their parents. These activities help to get more children participating in pre-school and they also smooth the transition between pre-school, Head Start, and kindergarten at Wixom Elementary.

Section 1118 e (5): Wixom Elementary ensures that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language that parents can understand. Our teachers send hard copies of our school newsletter, notices about special events, and hard copies of the children's report cards to families that do not own computers. Some of our written communications are translated into Spanish since we have about 25 Spanish speaking families at our school. Wixom Elementary employs bilingual para-educators who speak one or more of the major languages spoken by the families at our school. These bilingual para-educators frequently serve as translators for parents who speak languages other than English at Parent-Teacher Conferences and meetings with teachers and the school staff. In addition, these bilingual para-educators attend parent informational meetings such as Kindergarten Orientation to translate while the meeting is in progress. The bilingual para-educators frequently make phone calls to the parents of students who speak different languages to invite them personally to attend special events such as Title I Family Learning Nights.

Section 1118 e (14): The principal and staff at Wixom Elementary provide other reasonable support for parental involvement activities as parents may request. The officers of the PTA Executive Board and the members of the PTA are invited to share ideas for possible parent involvement activities-- and the staff provides support for additional parental involvement activities that are suggested.

Section 1118 (f): In carrying out the parental involvement requirements listed above, Wixom Elementary, to the extent practicable, provides full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 in a format, and to the extent practicable, in a language such parents understand. As is noted above, Wixom Elementary employs bilingual para-educators who speak one or more of the major languages spoken by families at the school. These bilingual para-educators frequently serve as translators for parents who speak languages other than English. They often attend meetings for our parents such as Title I Learning Nights to serve as translators. Our principal also serves as a translator for families who speak Spanish and Italian whenever needed. Our principal, teachers, and para-educators welcome parents with limited English proficiency, parents with disabilities, and parents of migratory children to our meetings and events, and they spend extra time to meet one-on-one with any parent who needs more detailed information.
5. Describe how the parent involvement activities are evaluated.

Our parent involvement activities are evaluated in several ways. At our Title I Learning Nights we always have the parents who are in attendance fill out an evaluation form about the event before they leave that evening. This gives us some valuable feedback on our Learning Nights-- and we have made some changes based on the input that we have received from the parents of Title I students. In addition, at our "Parent As Partners" workshops we also have the parents who are in attendance fill out an evaluation form about the event.

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

The Parent-School compact was developed by staff and parents. Some minor changes were made last year to bring the form more up to date. Parent teacher conferences provides an opportunity for teachers to discuss and review the parent compact. Prior to conferences, Wixom instructional staff discusses the compact with their students outlining the commitment to ensure it is understood. Students then sign and date the compact. Then at conferences, the teachers and parents discuss the components described in the compact and both sign and date the compact. Parents are provided with a copy of the school-parent compact to bring home. We ask that this document remain visible in the home and reviewed often to reinforce the student and parent commitment. At Wixom, we have a significant ELL population. All compacts are translated into several of the languages that are spoken at our school. Additionally, our Bilingual para-educators who speak these languages attend the parent teacher conferences of bilingual students in order to translate for the parents and the teachers.

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<tr>
<td>7. Do you have a Title I School-Parent Compact?</td>
<td>Yes</td>
<td>The Wixom Elementary Title I School-Parent Compact is attached.</td>
<td>Wixom Title I Compact</td>
<td></td>
</tr>
</tbody>
</table>

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

As is noted above, Wixom Elementary employs bilingual para-educators and principal who speak one or more of the major languages spoken by families at our school. The bilingual para-educators frequently serve as translators for parents who speak languages other than English at parent teacher conferences and other meetings with teachers and the school staff. During these meetings, the teachers share individual student academic assessment results, the interpretation of those results, and the details of the student's report card-- this information is translated into the parent's home language by the translators. Also, we utilize a telephone service called "Language Line" in which interpreters are available who speak languages that our bilingual para-educators and principal do not know.

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<tr>
<td>9. Does the school have a Title I Parental Involvement Policy/Plan?</td>
<td>Yes</td>
<td>The Wixom Elementary Title I Parent Involvement Plan is attached.</td>
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10. Describe how the parent compact is used at elementary-level parent teacher conferences.
The school-parent compact is reviewed by the teachers at our school with each parent during our one-on-one parent-teacher conferences in the fall. After the teacher and the parent have discussed the parent commitments, the teacher commitments, and the student commitments that are described in the school-parent compact, the parent and the teacher both sign and date the compact. Prior to parent-teacher conferences, the teachers discuss the student commitments that are listed in the compact with all of the students in their class, and the students also sign and date the compact. At the end of the parent-teacher conference, the parents receive a copy of the school-parent compact to bring home. The parents are asked to discuss and reinforce the student commitments that are listed in the school-parent compact with their child at home.

At Wixom Elementary, the school-parent compact is translated into several of the languages that are spoken by parents at our school including Spanish, Arabic, and Japanese. Bilingual para-educators who speak these languages attend the parent-teacher conferences of bilingual students in order to translate for the parents and the teachers.
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.

At Wixom Elementary, our principal, school social worker, teachers, and bilingual para-educators help to educate our parents on the Federal, State, and local programs that are available to serve Title I eligible children and families through written communication and one-on-one discussions. Many of our Title I identified students at Wixom Elementary participate in the free or reduced price breakfast and lunch programs at our school.

Community resources are currently utilized to provide additional services needed by our eligible Title I students. Our principal, our school social worker, our teachers, and our bilingual para-educators assist with the identification of needs and the location of the appropriate resources. If a student has health and medical needs which must be addressed in order to be successful in school, we have identified services and programs through the Oakland County Health Division, MIChild, Easter Seals Michigan, Chaldean Social Services, Mobile Dentists, local dentists who will do pro bono work, Lakes Area Youth Assistance, and Hispanic Outreach. Chaldean Social Services, the Oakland County Health Division, and Lakes Area Youth Assistance can also assist with mental health issues. In addition, Oakland Schools can provide specialists to analyze and serve students with very specific learning needs when a second opinion is needed, or very specialized services are required. Hispanic Outreach and Chaldean Social Services offer services to parents in a variety of ways that are helpful to the children and their families. Most of the services listed above are free or low-cost for the students and their families.

The bilingual para-educators at our school, and other members of the Bilingual/ELL Program in our school district, assist when translation is needed in order for the students and their families to communicate with any of the listed agencies or service providers. The school district's Head Start Program and the Great Start Readiness Program (GSRP) serve pre-school students who qualify based on income, and the Walled Lake Schools Adult Education and Adult ELL Programs serve parents who choose to attend. Our principal and school staff take a very active role in publicizing the Head Start and GSRP programs with the parents of our Title I eligible students.

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.

As is noted above, an important goal of our plan is that members of our staff such as the principal, school social worker, teachers, and bilingual para-educators provide education for the parents of our Title I eligible students on the availability of Federal, State, and local programs that can meet their needs. As we work with parents of Title I eligible students, our school staff assists with the identification of need, locating the appropriate resources, and linking the parents to those resources. One important program that almost all of the students of our Title I eligible students participate in is our free and reduced price breakfast and lunch program. If a student has health and medical needs which must be addressed in order to be successful in school, we have identified services and programs through the Oakland County Health Division, MIChild, Easter Seals Michigan, Chaldean Social Services, Mobile Dentists, local dentists who will do pro-bono work, Lakes Area Youth Assistance, and Hispanic Outreach. Chaldean Social Services, the Oakland County Health Division, and Lakes Area Youth Assistance can also assist with mental health issues. In addition, Oakland Schools can provide specialists to analyze and serve students with very specific learning needs when a second opinion is needed, or very specialized services are required. Hispanic Outreach and Chaldean Social Services offer services to parents in a variety of ways that are helpful to the children and their families. Most of the services listed above are free or low-cost for the students and their families.

As is noted above, an important part of our plan is that the bilingual para-educators at our school and the staff members of our school district's Bilingual/ELL Program will provide translation services as needed in order to educate the families about the available programs and services.
services listed above. The translators will also help the members of the families to communicate with any of the listed agencies or service providers.

As is noted above, an important part of our plan is to link up the parents of our Title I eligible elementary school students who have preschool age children with our school district's Head Start and GSRP programs. Our principal, our school social worker, our teachers, and our bilingual para-educators actively work with our parents to educate them about the availability of Head Start and GSRP and to facilitate the registration of their pre-school age children in these programs.
Component 10: Ongoing Review of Student Progress

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

We utilize the following assessment tools to monitor the progress of our Title I identified students: the Walled Lake Literacy Progress Profile (WL-LPP) for grades K-2 in the fall, winter, and spring; the Developmental Reading Assessment (DRA) for students who are reading below grade level in grades K-3 two or three times per year; the Lucy Calkins Writing Rubrics three times per year for grades K-5; the Michigan Student Test of Education Progress (M-STEP) every spring for grades 3-5; the WIDA-ACCESS Test every spring for English Language Learners; the i-Ready Diagnostic Test for reading and mathematics in the fall, winter, and spring for grades K-5; and the Walled Lake School District's Benchmark Assessments (approximately quarterly assessment in grades 3-5 for mathematics, social studies, and science).

Students whose academic performance is below standard for their grade level are supported with Title I funded additional instructional services. Walled Lake Schools uses a student data warehouse management system called Illuminate DnA. Teachers input individual student assessment data from the above mentioned assessments. Individual student results are organized into reports for data analysis that teachers use to identify students needing further instruction and to monitor student progress on an ongoing basis. Teachers are able to identify each student's individual instructional needs as well as identifying groups of students with like instructional needs.

Grade level teachers have a regularly scheduled common planning time each week specifically designated for collaboration around student achievement data as reported from the above named assessments. Teacher teams work together to identify and plan for additional, appropriate instruction as indicated by the data for individuals and/or groups of students.

We analyze longitudinal data through Illuminate DnA to evaluate the long term effects of Title I funded interventions. At this time, we have strong data that indicates that the Reading Recovery intervention and added literacy group instruction have a long term positive effect on MSTEP student proficiency.

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.

The Targeted Assistance program is revised throughout the school year in order to provide supplemental learning opportunities that enable participating children to meet the State’s challenging student achievement standards. Our Title I Reading Recovery teachers, our Title I Literacy / Math Intervention teacher review formative and summative assessment data about each of their eligible students who are receiving Title I services throughout the school year. They use that data to inform their instruction and also to modify their instructional groups. In general, the length of our Title I intervention groups for literacy and math is six to eight weeks. The exception would be the Reading Recovery program which is twenty weeks. At the end of the six or eight week period, data is reviewed to see if the groups need to be reconfigured. If the literacy or math data shows strong improvement for a specific group, that group will start receiving less instructional time; by the same token, if the data shows that an intervention group is really struggling, then that group will start receiving more instructional time. Our Reading Recovery teachers and our Literacy/Math Intervention teacher consult with the classroom teachers on an ongoing basis throughout the year to determine if additional students are in need of Title I interventions. By maintaining strong, ongoing communication with the classroom teachers, new students can be added to the Targeted Assistance program throughout the school year.
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.

Teachers have been trained in the Walled Lake Schools Student Instructional Planning Process (SIPP)/MTSS process which utilizes a "Response To Intervention" model in order to identify students who need additional assistance. This training has been provided at the building level at staff meetings and on staff development days by our principal and members of the SIPP/MTSS Team for our school. The SIPP/MTSS Team includes our teacher consultant, our school psychologist, our school social worker, our speech and language teacher, our resource room teachers, one of our Reading Recovery teachers, two general education teacher liaisons, and our principal. The training has focused on data analysis to identify at-risk students as well as the planning of instructional strategies to meet the needs of those students based on the data analysis.

Six special services members of our school's SIPP/MTSS Team serve as liaisons to the six grade levels at our school. The SIPP/MTSS Team liaisons attend some of the weekly common planning meetings (block time) for our grade level teams. Additional training on the identification and ongoing assessment of our Title I eligible students also takes place during the grade level block time meetings. Training on how to implement student achievement standards in the classroom takes place during staff meetings and staff development meetings; this training is provided by our principal, members of the SIPP/MTSS Team, members of our School Improvement Team, members of our teaching staff, and curriculum specialists from our Central Office. One focus of this training has been on providing small group, differentiated instruction in the regular classroom in order to meet the needs of struggling students and all students. The training has included using data to form small groups, the planning of instruction within the small groups, and the monitoring of student progress over time. Other training sessions on how to implement student achievement standards in the classroom included training about the Common Core Standards for reading, writing, and mathematics.
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.

Throughout the year, the members of the SIPP/MTSS Team input the names of all students who are receiving services and participating in programs through the Title I Targeted Assistance program into a spreadsheet. This data is compiled by grade level so that at the end of the year we can evaluate the implementation of all aspects of the Targeted Assistance program. We look at the number of students receiving services from the Reading Recovery teachers, and from the Literacy/Mathematics Intervention teacher. We also look at the number of students and parents who participated in our Title I Learning Nights for grades K-5. Each year we analyze the M-STEP data in literacy and mathematics for the Title I eligible students who are receiving services through the Targeted Assistance program.

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.

Starting in the 2015-2016 school year, we compiled data for each of our eligible students who are participating in the Title I Targeted Assistance program on whether the student has met or exceeded the State of Michigan standard for proficiency on the M-STEP tests in literacy, mathematics, science (grade 5 only), and social studies (grade 5 only). We also compiled data by grade level and by subject area to look at the overall percentage of students who are participating in the Title I Targeted Assistance program who are meeting or exceeding the State of Michigan standard for proficiency on the M-STEP tests.

As part of the evaluation process, we also review the achievement data for our eligible students who are participating in the Title I Targeted Assistance program for the Walled Lake Literacy Progress Profile for grades K-2 (WL-LPP), the Developmental Reading Assessment (DRA) for grades K-3, the Lucy Calkins Writing Rubrics for grades K-5, the WIDA-ACCESS Test for English Language Learners in grades K-5, the iReady Diagnostic Test in reading and mathematics for grades K-5, and the Walled Lake School District's Benchmark Assessments for mathematics for grades 2-5. We monitor the growth and success of our Title I Targeted Assistance program through all of these measures.

In addition, our Reading Recovery teachers and our Literacy / Mathematics Intervention teacher maintain pre-test and post-test data on the progress of all of their Title I eligible students that is evaluated at the end of the school year. The Reading Recovery teachers present a detailed analysis to the principal and the Reading Recovery Teacher Leader which includes the percentage of students who are successfully completing the Reading Recovery program as well as the improvement of the Developmental Reading Assessment (DRA) levels of the children who have participated in our literacy groups. We also review the growth in DRA levels for the students who participate in the literacy groups with our Math/Literacy Intervention teacher. The Math/Literacy Intervention teacher has utilized pretest and post-test assessments on specific mathematics skills as part of the evaluation process. In addition, our Mathematics Intervention teacher has compiled i-Ready Mathematics Diagnostic Test scores to determine the level of growth in mathematics from the fall to the spring.

We have been pleased with the strong growth of our eligible students who worked with our Reading Recovery teachers and our Math/Literacy Intervention teacher.
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.

When we reviewed the M-STEP achievement data from the State of Michigan, we looked specifically at the bottom third of our students on the M-STEP English Language Arts (grades 3-5) and mathematics (grades 3-5) tests. These students are the ones who have been considered the eligible students who are furthest from achieving the standards for grades 3-5. Once these students have been determined based on the M-STEP data, we have cross-referenced other local achievement data that we maintain such as progress on the DRA (Developmental Reading Assessment), the Lucy Calkins Writing Rubrics, the i-Ready Diagnostic Tests in reading and math, and the Walled Lake Schools Mathematics Benchmark Assessments.

If the eligible students in the bottom third of the M-STEP test have been making solid progress on our local assessments, we have considered that the Targeted Assistance program has been somewhat effective in increasing the achievement of those students. However, if the eligible students in the bottom third of the M-STEP test have not been making progress on our local assessments, this has shown one of two things: either the Targeted Assistance program has not been effective in increasing the achievement of an eligible student or that the eligible student has a significant learning problem and that the next steps need to be taken to look at testing for special services.

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.

After the annual evaluation of the Title I Targeted Assistance plan is complete, the next step is to revise the plan, as necessary, to ensure the continuous improvement of eligible students in the Targeted Assistance program. The chairpersons and the members of the Leadership Team for our school are instrumental in formulating ways to revise the plan.

Often we decide to include additional staff development in our plan in order to address the problems that were identified in the evaluation. For example, one of the key areas for additional training that we have identified is training for regular education teachers on Tier 1 interventions to support their Title I eligible students. Some of this training last year and in the upcoming school year will focus on strategies for small group instruction for struggling reading and writing students. Other staff development will be designated for our Title I Reading Recovery teachers and our Literacy/Mathematics Intervention teacher.

This process of the evaluation of the Title I Targeted Assistance program followed by revisions to the plan takes place on an annual basis.
Overview

Plan Name

2019-2020 Wixom Elementary School Improvement Plan - Update January 2020

Plan Description

2019-2020 Wixom Elementary School Improvement Plan
Goals Summary

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

<table>
<thead>
<tr>
<th>#</th>
<th>Goal Name</th>
<th>Goal Details</th>
<th>Goal Type</th>
<th>Total Funding</th>
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</table>
| 1  | All students at Wixom Elementary School will become proficient at using critical thinking skills in English Language Arts, social studies, and across the curriculum. | Objectives:1  
Strategies:2  
Activities:10 | Academic  | $11175  |
| 2  | All students at Wixom Elementary School will become proficient readers. | Objectives:1  
Strategies:1  
Activities:8 | Academic  | $170379  |
| 3  | All students at Wixom Elementary School will become proficient writers. | Objectives:1  
Strategies:1  
Activities:6 | Academic  | $1494    |
Goal 1: All students at Wixom Elementary School will become proficient at using critical thinking skills in English Language Arts, social studies, and across the curriculum.

Measurable Objective 1:
A 15% increase of All Students will demonstrate a proficiency at grade level or above in English Language Arts by 06/12/2020 as measured by year to year comparison data on the Elaboration column of the grade level Lucy Calkins Opinion Writing Rubric.

Strategy 1:
Critical Thinking - All teachers will use Visible Thinking/Critical Thinking routines to facilitate growth in student thinking and learning across the curriculum. Teachers will also shape and promote the "8 Cultural Forces" (time, opportunities, routines and structures, language, modeling, interactions and relationships, physical environment, and expectations) noticing how these variables impact student thinking and learning in the school culture.

Category: Other - Critical Thinking
Research Cited: Visible Thinking is a broad and flexible framework for enriching classroom learning in the content areas and fostering students' intellectual development at the same time. Here are some of its key goals.

**Deeper understanding of content.
**Greater motivation for learning.
**Development of learners' thinking and learning abilities.
**Development of learners' attitudes toward thinking and learning and their alertness to opportunities for thinking and learning (the "dispositional" side of thinking).
**A shift in classroom culture toward a community of enthusiastically engaged thinkers and learners.

Visible Thinking is the product of a number of years of research by Ron Ritchhart and others concerning children's thinking and learning, along with a sustained research and development process in classrooms.

One important finding was that skills and abilities are not enough. They are important of course, but alertness to situations that call for thinking and positive attitudes toward thinking and learning are tremendously important as well. Often children and adults think in shallow ways not for lack of ability to think more deeply, but because they simply do not notice the opportunity or do not care. To put it all together, really good thinking involves abilities, attitudes, and alertness, all three at once. Technically, this is called a dispositional view of thinking. Visible Thinking is designed to foster all three.

Another important result of this research concerns the practical functionality of the Visible Thinking approach-- the thinking routines, the thinking ideals, and other elements. All of these were developed in classroom contexts and they have been revised and revised again to ensure workability, accessibility, rich thinking results from the activities, and teacher and student engagement.
The following books and articles support the use of this strategy.
Our school-wide focus for the 2018-2019 school year will be to learn about and implement the cultural forces of Expectations (for thinking and learning) and Interactions/Relationships. We will also continue to focus on the cultural forces of Language and Environment that we worked on during previous school years, with the goal of directly addressing each of the 8 cultural forces within the next two years. All teachers have been given a copy of Ron Ritchhart's book, "Creating Cultures of Thinking: The 8 Forces We Must Master to Truly Transform Our Schools". At staff meetings and/or staff development half days, the Critical Thinking Team will provide staff development about the cultural forces of Expectations and Interactions/Relationships. Then the staff will develop a new Target of Advancement focusing on the cultural forces of Expectations and Interactions/Relationships.

The new Target of Advancement will drive our Vertical Team Instructional Rounds process that will take place in the fall of 2019. Vertical teams will observe other classrooms in our school during a two-hour block with substitute teachers provided. During that two-hour block, the vertical teams will observe and analyze lessons taught by fellow teachers with a focus on Expectations and Interactions/Relationships. Following the observations, the vertical teams will debrief the observations using a structured protocol.

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<tr>
<th>Activity - Cultural Forces of Expectations and Interactions/Relationships</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Our school-wide focus for the 2018-2019 school year will be to learn about and implement the cultural forces of Expectations (for thinking and learning) and Interactions/Relationships. We will also continue to focus on the cultural forces of Language and Environment that we worked on during previous school years, with the goal of directly addressing each of the 8 cultural forces within the next two years. All teachers have been given a copy of Ron Ritchhart's book, &quot;Creating Cultures of Thinking: The 8 Forces We Must Master to Truly Transform Our Schools&quot;. At staff meetings and/or staff development half days, the Critical Thinking Team will provide staff development about the cultural forces of Expectations and Interactions/Relationships. Then the staff will develop a new Target of Advancement focusing on the cultural forces of Expectations and Interactions/Relationships.</td>
<td>Direct Instruction, Professional Learning</td>
<td>Tier 1</td>
<td>Implement</td>
<td>08/26/2019</td>
<td>06/12/2020</td>
<td>$825</td>
<td>Other</td>
<td>The Wixom Elementary Critical Thinking Team. All teachers, instructional paraeducators, and the principal.</td>
</tr>
</tbody>
</table>
### Activity - The Adult Culture of Thinking

<table>
<thead>
<tr>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Wixom Elementary Critical Thinking Team will provide opportunities for the staff to examine and develop a common understanding of an adult “Culture of Thinking” at our school. These opportunities will take place at staff meetings and professional development meetings. The Critical Thinking Team will provide opportunities for teachers to self-evaluate their own progress in all aspects of Cultures of Thinking. Rubrics from Ron Ritchhart’s book “Creating Cultures of Thinking: The 8 Forces We Must Master to Truly Transform Our Schools” will be utilized. Pre-assessment survey data will be collected in the fall of 2019 and post-assessment survey data will be collected in the spring of 2020.</td>
<td>Professional Learning</td>
<td>Tier 1</td>
<td>Implement</td>
<td>08/26/2019</td>
<td>06/12/2020</td>
<td>$0</td>
<td>No Funding Required</td>
</tr>
</tbody>
</table>

### Activity - Gathering Data on Critical Thinking

<table>
<thead>
<tr>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Opinion Writing is an excellent format for our students to demonstrate their thinking. All teachers in grades K-5 will use the Lucy Calkins Opinion Writing Rubric to collect data on the growth of the students' ability to provide support for their opinions in writing. When the students do their annual Opinion Writing essay, teachers will record the data from the “Elaboration” section of the rubric to determine the growth of the percentage of students who score at grade level or above from year to year.</td>
<td>Evaluation, Direct Instruction, Professional Learning</td>
<td>Tier 1</td>
<td>Implement</td>
<td>08/28/2018</td>
<td>06/12/2020</td>
<td>$0</td>
<td>No Funding Required</td>
</tr>
</tbody>
</table>

### Activity - Breakfast Club / Learning Morning

<table>
<thead>
<tr>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Throughout the 2019-2020 school year, members of the Critical Thinking Team will continue to host optional morning learning opportunities and time for discussion focused on Visible Thinking Routines and creating a Culture of Thinking in our classrooms. These learning opportunities will be called “The Breakfast Club”.</td>
<td>Professional Learning, Teacher Collaboration</td>
<td>Tier 1</td>
<td>Implement</td>
<td>09/25/2019</td>
<td>05/06/2020</td>
<td>$0</td>
<td>No Funding Required</td>
</tr>
</tbody>
</table>

### Activity - Integrating Thinking Routines Across the Curriculum

<table>
<thead>
<tr>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsibility</th>
</tr>
</thead>
</table>
Teachers will integrate "Visible Thinking Routines" in lessons across the curriculum in English Language Arts, mathematics, social studies, science, the fine arts, media, and physical education. These routines can be used as a means of formative assessment.

The Critical Thinking Team will provide additional learning opportunities on integrating Visible Thinking Routines in daily lessons for our fine arts, physical education, media, and special education teachers.

<table>
<thead>
<tr>
<th>Activity - Thinking Artifacts</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers will post artifacts of student thinking around the building and in classrooms. Teachers will collect artifacts of student thinking throughout the year so that they may be shared during our Spring Open House Celebration. In addition, the artifacts of student thinking will be used in collaborative discussions. The Critical Thinking Team will provide an organizational structure for collecting the artifacts.</td>
<td>Direct Instruction</td>
<td>Tier 1</td>
<td>Implement</td>
<td>08/26/2019</td>
<td>06/12/2020</td>
<td>$0</td>
<td>No Funding Required</td>
<td>All Wixom Elementary teachers. The Wixom Elementary Critical Thinking Team.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity - Parent Education about &quot;Critical Thinking&quot;</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Wixom Elementary Critical Thinking Team will organize a school-wide Open House Celebration of Cultures of Thinking at our school in April of 2020. This school-wide Open House will showcase Cultures of Thinking learning at our school from throughout the school year. Parents and other family members will be invited during the school day to visit our classrooms where the students will describe their thinking and learning and show their thinking artifacts. The Critical Thinking Team will transform the Wixom Elementary website during over then next year to reflect the philosophy and practices of our Cultures of Thinking school. Included on the website will be links to Cultures of Thinking resources, videos of Visible Thinking lessons, and videos from the Wixom Elementary Cultures of Thinking Parents As Partners workshops that took place in 2017 and 2018. Another section of the website will provide resources for parents to learn more about developing thinking skills at home with their children.</td>
<td>Parent Involvement</td>
<td>Tier 1</td>
<td>Implement</td>
<td>08/26/2019</td>
<td>06/12/2020</td>
<td>$350</td>
<td>Other</td>
<td>The Wixom Elementary Critical Thinking Team. Wixom Elementary teachers and principal.</td>
</tr>
</tbody>
</table>
Strategy 2:
Social Emotional Learning - A social emotional learning (SEL) coach will be trained to work directly with targeted, at-risk students on their social-emotional and self-regulation skills using Second Step and Conscious Discipline Feeling Buddies. Self-regulation will allow our targeted students to control their impulses in order to react or respond to situations appropriately and improve their academic learning.

Category: Learning Support Systems

Research Cited:

Tier: Tier 2

<table>
<thead>
<tr>
<th>Activity - Social Emotional Learning</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>A part-time social-emotional learning (SEL) coach paraprofessional will be hired to work with targeted, at-risk students. The SEL coach will work with students who have been identified as those working below grade-level and having had referrals to the office for behavior. The SEL Coach will use the lessons from Second Step and Conscious Discipline (Feeling Buddies) to work directly with the students. The SEL coach will provide direct instruction and behavior support for these targeted students. The SEL Coach will get support from the principal and a classroom teacher with experience in Conscious Discipline and social-emotional learning. The coach along with the Second Step and Feeling Buddy materials will be funded by Title I.</td>
<td>Behavioral Support Program</td>
<td>Tier 2</td>
<td>Implement</td>
<td>02/10/2020</td>
<td>06/11/2021</td>
<td>$10000</td>
<td>Title I Part A</td>
<td>SEL Coach, Paraprofessional, Principal Classroom Teacher</td>
</tr>
</tbody>
</table>

**Goal 2: All students at Wixom Elementary School will become proficient readers.**

**Measurable Objective 1:**
A 20% increase of All Students will demonstrate a proficiency at a placement level of “at grade level or above (early, mid, or late)” in the Reading Comprehension Literature and the Reading Comprehension Informational Text categories in English Language Arts by 06/12/2020 as measured by fall to spring comparison data on the i-Ready Reading Diagnostic.

**Strategy 1:**
Reading Comprehension - Classroom teachers will develop and implement lessons aimed at improving students' text comprehension of complex texts in all subject areas, including science and social studies. This will include strategies such as responding to reading by writing about the text, answering questions about what they have read, using effective questioning techniques to deepen understanding, and using context clues to increase their knowledge of vocabulary to align with the
Common Core Standards. The lowest readers in first grade will work one on one with a Reading Recovery trained teacher 12-20 weeks. The Reading Recovery teachers will work with the general education teachers for transfer. The reading Recovery teachers will also work on writing and reading with small groups in Kindergarten, 1st, and 2nd grades.

Category: English/Language Arts

Research Cited: The Reading Recovery teachers participate in Continuing Contact training with our Reading Recovery department throughout each year. During the training a variety of resources are reviewed including "Reading Recovery: A Guidebook for Teachers in Training" by Marie Clay.

Other books on best practices in reading instruction to support the use of this strategy include:

"A Guide to the Reading Workshop" by Lucy Calkins
"Leading Well" by Lucy Calkins
"Guided Reading" by Irene Fountas and Gay Su Pinnell.
"Teaching for Comprehension and Fluency K-8" by Irene Fountas and Gay Su Pinnell.
"Guiding Readers and Writers Grades 3-6" by Irene Fountas and Gay Su Pinnell.
"The Next Step in Guided Reading" by Jan Richardson.
"Writing About Reading" by Janet Angelillo.
"Beyond Leveled Books" by Karen Szymusiak and Franki Sibberson.
"Shaping Literate Minds" by Linda Dorn and Carla Soffos.
"Teaching for Deep Comprehension" by Linda Dorn and Carla Soffos.
"Apprenticeship in Literacy" by Linda Dorn and Carla Soffos.
"Teaching Basic and Advanced Vocabulary: A Framework for Direct Instruction" by Robert Marzano.
"Bringing Words to Life: Robust Vocabulary Instruction" by Isabel Beck.

Tier: Tier 1

<table>
<thead>
<tr>
<th>Activity - Implementation of Comprehension Focus Groups in Grades 3-5.</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsibility</th>
</tr>
</thead>
</table>
In Comprehension Focus Groups, students learn comprehension strategies, retelling, vocabulary, and writing about their reading. Comprehension Focus Groups consist of a series of text-based reading and writing lessons with a specific focus that occur over a period of weeks. Students will apply higher level comprehension strategies to analyze relationships within and across texts. The format of Comprehension Focus Groups varies for narrative text and informational text.

During the fall of the 2018-2019 school year, teachers in grades 3-5 and our resource room teachers (as applicable to the needs of the resource room students) will identify one small group of five or six students to participate in Comprehension Focus Groups 3-4 days per week. The students who participate in Comprehension Focus Groups may vary throughout the year depending on the needs of the students. Comprehension Focus Groups will continue throughout the 2018-2019 and 2019-2020 school years.

The Literacy School Improvement Team will provide a Learning Morning in late September on Comprehension Focus Groups. This session will be a "Make and Take" for teachers in grades 3-5 focused on organizing and setting up the materials for Comprehension Focus Groups ($25 will be provided for materials for this session).

The Literacy School Improvement Team will provide strategies and support to assist the 3rd-5th grade teachers with the implementation of Comprehension Focus Groups. Time will be scheduled for teachers in grades 3-5 to observe Comprehension Focus Groups being taught by their colleagues in October and November. Following the observation, time will be scheduled to debrief and co-plan Comprehension Focus Groups lessons. Substitute teachers will be provided as needed for the observations and the debriefing discussions.

In December, 2018 and March, 2019, all classroom teachers in grades 3-5 will complete the "Look Fors in Comprehension Focus Groups Self-Evaluation". In January, 2019 and April, 2019, Lori Burke, a Literacy Specialist for our school district, will meet during block planning time with each of the three grade levels to facilitate a discussion on Comprehension Focus Groups implementation and the teachers' responses on the "Look Fors in Comprehension Focus Groups Self-Evaluation".

<table>
<thead>
<tr>
<th>Activity - Reading Across the Curriculum</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>In Comprehension Focus Groups students learn comprehension strategies, retelling, vocabulary, and writing about their reading. Comprehension Focus Groups consist of a series of text-based reading and writing lessons with a specific focus that occur over a period of weeks. Students will apply higher level comprehension strategies to analyze relationships within and across texts. The format of Comprehension Focus Groups varies for narrative text and informational text.</td>
<td>Direct Instruction, Professional Learning</td>
<td>Tier 1</td>
<td>Implement</td>
<td>08/28/2018</td>
<td>06/12/2020</td>
<td>$1000</td>
<td>General Fund</td>
<td>Erin Rollo and Heather Fox, Wixom Reading Recovery Teachers, Literacy Team Chairpersons, 3rd-5th Grade Classroom Teachers, Resource Room Teachers, District Literacy Specialist, Lori Burke ELL Paraeducators, Principal</td>
</tr>
</tbody>
</table>

SY 2019-2020

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Within the Lucy Calkins Reading Units of Study, teachers will teach mini-lessons on strategies for comprehending informational and narrative texts. These same strategies will be integrated within social studies and science lessons so that students will have opportunities to apply the informational text reading skills to their content area reading.

Teachers in all grades K-5 will specifically include reading informational texts related to career options to expose student to a variety of professions available.

<table>
<thead>
<tr>
<th>Activity - Small Group Reading Intervention</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading Recovery teachers will provide daily reading lessons for individuals and small groups of at-risk reading students. Also, our Literacy Interventionist will provide daily phonics and reading lessons for small groups of at-risk reading students.</td>
<td>Direct Instruction</td>
<td>Tier 2</td>
<td>Implement</td>
<td>08/27/2019</td>
<td>06/12/2020</td>
<td>$163200</td>
<td>Title I Part A, Section 31a</td>
<td>Erin Rollo and Heather Fox, Wixom Reading Recovery teachers, Diane McMillan, Literacy Interventionist</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity - Training for parents of at-risk reading students.</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers will provide training for parents of at-risk reading students in literacy skills used within the Walled Lake Schools at the Title I Learning Nights for Families.</td>
<td>Parent Involvement</td>
<td>Tier 2</td>
<td>Implement</td>
<td>08/27/2019</td>
<td>06/12/2020</td>
<td>$670</td>
<td>Title I Part A</td>
<td>K-5 Wixom Classroom Teachers, Reading Recovery Teachers, Principal</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity - Use of i-Ready Data in Planning for Instruction and i-Ready Online Reading Intervention.</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsibility</th>
</tr>
</thead>
</table>
**School Improvement Plan**

**Wixom Elementary School**

| Evaluation, Teacher Collaboration, Implementation | Tier 1 | Implement | 08/28/2018 | 06/12/2020 | $0 | No Funding Required | K-5 classroom teachers, Reading Recovery teachers, and the principal. |

Wixom Elementary students will continue to take the i-Ready Reading Diagnostic Assessment three times per year in the fall, winter, and spring. Teachers will work together in grade level teams and with the principal to use these results to inform their reading instruction. They will analyze the results to identify struggling reading students who are performing below grade level standards and plan lessons for reading intervention groups. All students will participate in using the i-Ready online reading lessons in the classroom and will be encouraged to use the online reading instruction at home. Teachers will hold one-on-one conferences with the students who are participating in the i-Ready online reading lessons on a regular basis to discuss their progress and set learning goals.

<table>
<thead>
<tr>
<th>Activity - Use of Calkins Reading Units of Study</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>All teachers in grades K-5 will exclusively use the Lucy Calkins Reading Units of Study. The Lucy Calkins Reading Units of Study kits were purchased in the fall of 2018 for all Wixom classroom teachers grades K-5. High interest trade books will be purchased to enhance classroom libraries and to support the Calkins Reading Units across all grade levels K-5.</td>
<td>Direct Instruction</td>
<td>Tier 1</td>
<td>Implement</td>
<td>08/28/2018</td>
<td>06/12/2020</td>
<td>$4500</td>
<td>Other</td>
<td>All K-5 Wixom Classroom Teachers, Walled Lake Schools Language Arts Coordinator, Principal</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity - Staff Development on Calkins Reading Units of Study</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
</table>
In the fall of 2019, Wixom K-5 teachers will have substitute teachers available so the teachers can participate in instruction learning rounds where they observe other teachers in the same and neighboring grade levels teaching the Calkins Reading Units of Study.

In the fall of 2019 the Literacy School Improvement Team will provide a one hour staff development session (required staff meeting or half day building-level professional development day) focusing on the literacy structures (Reading Workshop, Writing Workshop, and Phonics) at Wixom Elementary School.

From Nov 2019 - April 2020, the Literacy School Improvement Team and Michelle Black or Lori Burke will continue to provide at least 2 staff development sessions at either Learning Morning or staff PD day on the continued use the Calkins Units of Study for Reading materials and suggested collaboration tools for co-planning at each grade level. Grade level teams will start co-planning upcoming lessons that will continue during PLC block time sessions.

In the summer of 2019 teachers and principal will attend a Michigan Literacy Essentials workshop. Teachers will present the learning to the staff in the fall of 2019 with specific focus on fostering reading engagement and motivation for all students grades K-5.

### Activity - Building-wide PLC Goal Focusing on Reading Instruction.

<table>
<thead>
<tr>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher Collaboration</td>
<td>Tier 1</td>
<td>Implement</td>
<td>08/27/2018</td>
<td>06/13/2019</td>
<td>$0</td>
<td>No Funding</td>
<td>All K-5 Wixom Classroom Teachers, Reading Recovery Teachers, our Walled Lake Schools Language Arts Coordinator, Amy Gurney, and Principal</td>
</tr>
</tbody>
</table>
Goal 3: All students at Wixom Elementary School will become proficient writers.

Measurable Objective 1:
A 5% increase of All Students will demonstrate a proficiency in writing by achieving an at grade level or above score (28 or higher) for Narrative, Information, and Opinion writing in English Language Arts by 06/12/2020 as measured by year to year comparison data on the Lucy Calkins Writing Rubrics.

Strategy 1:
Improvement of the content of student writing for Narrative, Information, and Opinion writing. - Teachers in grades K-5 will exclusively use the Calkins Writing Units of Study. Students will improve the content of their writing in the areas of writing to entertain, writing to inform, and writing to persuade as outlined in the Common Core State Standards. Teachers will use data from the grade-level specific on-demand Narrative, Information, and Opinion Writing Checklists by Lucy Calkins to inform instruction. Teachers will use the Rubrics for Narrative, Information, and Opinion Writing to measure student growth from year to year. The data that we collected for on-demand Writing during the 2018-2019 school year is the baseline data. Data scores will also be monitored for areas of needs of improvement after each on-demand writing piece is scored. Continued staff development will be provided for our teachers during the 2018-2019 school year on the Calkins Writing Units of Study for Writing".

Category: English/Language Arts
Research Cited: "Calkins Units of Study for Writing" by Lucy Calkins
"Writing Essentials" by Regie Routman.
"Revising and Editing" by Lucy Calkins.
"Teaching Quality Writing" by Ralph Fletcher.
"Teaching Basic and Advanced Vocabulary: A Framework for Direct Instruction" by Robert Marzano.
"Bringing Words to Life: Robust Vocabulary Instruction" by Isabel Beck.
"Leading Well" by Lucy Calkins
"Notebook Know-How: Strategies for the Writer's Notebook" by Aimee Buckner.
Units of Study in Opinion, Information, and Narrative Writing by Lucy Calkins.
Up the Ladder by Lucy Calkins
Tier: Tier 1

<table>
<thead>
<tr>
<th>Activity - Lucy Calkins District Writing Training</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsibility</th>
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</thead>
<tbody>
<tr>
<td>Activity - Lucy Calkins District Writing Training</td>
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</table>
During the summer of 2019, six teachers from Wixom Elementary will attend the 4 day Lucy Calkins Summer Writing Institute paid for by Walled Lake Schools. This workshop will be run by trainers from the Teachers College of New York and will provide intense instruction in implementing the Lucy Calkins Writing Units of Study with fidelity.

In the summer of 2019, several other Wixom teachers (grades K-5) will attend the 1 day Lucy Calkins Writing Quick Start training. This will provide a one day training on implementing the Calkins Writing units of study and will also be taught by instructors from the Teachers College of New York.

These teachers will work together and with our Walled Lake Schools ELA team to provide instructional learning sessions throughout the school year for other K-5 teachers in our school. They will also meet with teachers at their grade levels during their block times to plan writing lessons using the Lucy Calkins Writing Units of Study. They will also work with our ELL staff to help support our ELL students with writing using the Calkins Writing program.

### Activity - Using Checklists to Monitor Student Growth in Writing During Instruction.

<table>
<thead>
<tr>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Direct Instruction, Professiona l Learning, Monitor</td>
<td>Tier 1</td>
<td>Implement</td>
<td>08/28/2018</td>
<td>06/12/2020</td>
<td>$0</td>
<td>No Funding Required</td>
<td>All K-5 Wixom Classroom Teachers, Reading Recovery Teachers, Resource Room Teachers, ELL Paraeducators, Principal</td>
</tr>
</tbody>
</table>

All K-5 classroom teachers will use the Calkins Narrative, Information, and Opinion Writing Checklists with their students as formative assessment to guide instruction including mini-lessons, student conferences, and small group instruction.

### Activity - Training for Parents of At-risk Writers.

<table>
<thead>
<tr>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent Involvement</td>
<td>Tier 2</td>
<td>Implement</td>
<td>08/26/2019</td>
<td>06/12/2020</td>
<td>$669</td>
<td>Title I Part A</td>
<td>K-5 Wixom Classroom Teachers, Wixom Reading Recovery Teachers</td>
</tr>
</tbody>
</table>
### Activity - Using Rubrics to Evaluate Growth in Writing Proficiency.

<table>
<thead>
<tr>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evaluation</td>
<td>Tier 1</td>
<td>Implement</td>
<td>08/28/2018</td>
<td>06/12/2020</td>
<td>$0</td>
<td>No Funding Required</td>
<td>K-5 Wixom Classroom Teachers, Reading Recovery Teachers, Principal.</td>
</tr>
</tbody>
</table>

All K-5 classroom teachers will use the Calkins Narrative, Information, and Opinion Rubrics to evaluate and analyze on-demand student writing proficiency. Teachers will enter this information in Illuminate after giving the on-demand writing for each unit. The data from the 2018-2019 school year will be used as the base-line data. Teachers will compare the baseline data that was collected during the 2018-2019 school year to determine the amount of growth in proficiency at each grade level during the 2019-2020 school year.

### Activity - Instructional Rounds to Improve Writing Instruction.

<table>
<thead>
<tr>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Learning, Teacher Collaboration, Walkthrough</td>
<td>Tier 1</td>
<td>Implement</td>
<td>08/26/2019</td>
<td>06/12/2020</td>
<td>$825</td>
<td>Other</td>
<td>K-5 Classroom Teachers, Walled Lake Schools Language Arts Coordinator, Michelle Black, Resource Room Teachers, Reading Recovery Teachers, Principal</td>
</tr>
</tbody>
</table>

Each grade level will have substitute teachers provided for one half days for Instructional Rounds related to writing instruction in the winter of 2020. Teachers will participate in a Lesson Study Plan Model which emphasizes the co-planning aspect of teaching. At a block meeting prior to the Instructional Rounds half day, grade level teams will co-plan the lesson that will be observed. During the first hour of the Instructional Rounds half day, the teachers will review the lesson plan that had been developed previously and plan the observable elements for discussion. Then, one teacher at the grade level will teach the lesson while the other teachers at the grade level will observe the instruction. After the observation, Michelle Black, the Walled Lake Schools Language Arts Coordinator, will lead a reflection and analysis discussion on the processes of the lesson and the next steps for instruction and teacher practice.

### Activity - Implementation of On-Demand Assessments.

<table>
<thead>
<tr>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evaluation, Professional Learning, Teacher Collaboration</td>
<td>Tier 1</td>
<td>Implement</td>
<td>08/28/2018</td>
<td>06/12/2020</td>
<td>$0</td>
<td>No Funding Required</td>
<td>K-5 Classroom Teachers, Reading Recovery Teachers, Principal</td>
</tr>
</tbody>
</table>

Before teaching each of the three genre units for Narrative, Information, and Opinion writing, all K-5 teachers will administer an on-demand writing assessment from the Calkins Units of Study for Writing. During three block time meetings, Wixom teachers will analyze the on-demand assessments and then plan for each of the three units of study based on their analysis. In the winter of 2018, all classroom teachers (K-5) attended trained on norm-referencing the writing samples.
## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### Title I Part A

<table>
<thead>
<tr>
<th>Activity Name</th>
<th>Activity Description</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Small Group Reading Intervention</td>
<td>Reading Recovery teachers will provide daily reading lessons for individuals and small groups of at-risk reading students. Also, our Literacy Interventionist will provide daily phonics and reading lessons for small groups of at-risk reading students.</td>
<td>Direct Instruction</td>
<td>Tier 2</td>
<td>Implement</td>
<td>08/27/2019</td>
<td>06/12/2020</td>
<td>$135700</td>
<td>Erin Rollo and Heather Fox, Wixom Reading Recovery teachers, Diane McMillan, Literacy Interventionist</td>
</tr>
<tr>
<td>Training for Parents of At-risk Writers.</td>
<td>Teachers will provide training for parents of at-risk writing students in literacy skills used within the Walled Lake Schools at the Title I Family Learning Nights. Teachers will also provide training for parents of at-risk mathematics students in how to help your child to &quot;write about your mathematical thinking&quot; at the Title I Family Learning Nights.</td>
<td>Parent Involvement</td>
<td>Tier 2</td>
<td>Implement</td>
<td>08/26/2019</td>
<td>06/12/2020</td>
<td>$669</td>
<td>K-5 Wixom Classroom Teachers, Wixom Reading Recovery Teachers</td>
</tr>
<tr>
<td>Training for parents of at-risk reading students.</td>
<td>Teachers will provide training for parents of at-risk reading students in literacy skills used within the Walled Lake Schools at the Title I Learning Nights for Families.</td>
<td>Parent Involvement</td>
<td>Tier 2</td>
<td>Implement</td>
<td>08/27/2019</td>
<td>06/12/2020</td>
<td>$670</td>
<td>K-5 Wixom Classroom Teachers, Reading Recovery Teachers, Principal</td>
</tr>
</tbody>
</table>
A part-time social-emotional learning (SEL) coach paraprofessional will be hired to work with targeted, at-risk students. The SEL coach will work with students who have been identified as those working below grade-level and having had referrals to the office for behavior. The SEL Coach will use the lessons from Second Step and Conscious Discipline (Feeling Buddies) to work directly with the students. The SEL coach will provide direct instruction and behavior support for these targeted students. The SEL Coach will get support from the principal and a classroom teacher with experience in Conscious Discipline and social-emotional learning. The coach along with the Second Step and Feeling Buddy materials will be funded by Title I.

<table>
<thead>
<tr>
<th>Social Emotional Learning</th>
<th>Activity Name</th>
<th>Activity Description</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Behavioral Support Program</td>
<td>Instructional Rounds to Improve Writing Instruction.</td>
<td>Each grade level will have substitute teachers provided for one half days for Instructional Rounds related to writing instruction in the winter of 2020. Teachers will participate in a Lesson Study Plan Model which emphasizes the co-planning aspect of teaching. At a block meeting prior to the Instructional Rounds half day, grade level teams will co-plan the lesson that will be observed. During the first hour of the Instructional Rounds half day, the teachers will review the lesson plan that had been developed previously and plan the observable elements for discussion. Then, one teacher at the grade level will teach the lesson while the other teachers at the grade level will observe the instruction. After the observation, Michelle Black, the Walled Lake Schools Language Arts Coordinator, will lead a reflection and analysis discussion on the processes of the lesson and the next steps for instruction and teacher practice.</td>
<td>Professional Learning, Teacher Collaboration, Walkthrough</td>
<td>Tier 1</td>
<td>Implement</td>
<td>08/26/2019</td>
<td>06/12/2020</td>
<td>$825</td>
<td>K-5 Classroom Teachers, Walled Lake Schools Language Arts Coordinator, Michelle Black, Resource Room Teachers, Reading Recovery Teachers, Principal</td>
</tr>
</tbody>
</table>
Our school-wide focus for the 2018-2019 school year will be to learn about and implement the cultural forces of Expectations (for thinking and learning) and Interactions/Relationships. We will also continue to focus on the cultural forces of Language and Environment that we worked on during previous school years, with the goal of directly addressing each of the 8 cultural forces within the next two years. All teachers have been given a copy of Ron Ritchhart's book, "Creating Cultures of Thinking: The 8 Forces We Must Master to Truly Transform Our Schools". At staff meetings and/or staff development half days, the Critical Thinking Team will provide staff development about the cultural forces of Expectations and Interactions/Relationships. Then the staff will develop a new Target of Advancement focusing on the cultural forces of Expectations and Interactions/Relationships.

The new Target of Advancement will drive our Vertical Team Instructional Rounds process that will take place in the fall of 2019. Vertical teams will observe other classrooms in our school during a two-hour block with substitute teachers provided. During that two-hour block, the vertical teams will observe and analyze lessons taught by fellow teachers with a focus on Expectations and Interactions/Relationships. Following the observations, the vertical teams will debrief the observations using a structured protocol.
In the fall of 2019, Wixom K-5 teachers will have substitute teachers available so the teachers can participate in instruction learning rounds where they observe other teachers in the same and neighboring grade levels teaching the Calkins Reading Units of Study.

In the fall of 2019 the Literacy School Improvement Team will provide a one hour staff development session (required staff meeting or half day building-level professional development day) focusing on the literacy structures (Reading Workshop, Writing Workshop, and Phonics) at Wixom Elementary School.

From Nov 2019 - April 2020, the Literacy School Improvement Team and Michelle Black or Lori Burke will continue to provide at least 2 staff development sessions at either Learning Morning or staff PD day on the continued use the Calkins Units of Study for Reading materials and suggested collaboration tools for co-planning at each grade level. Grade level teams will start co-planning upcoming lessons that will continue during PLC block time sessions.

In the summer of 2019 teachers and principal will attend a Michigan Literacy Essentials workshop. Teachers will present the learning to the staff in the fall of 2019 with specific focus on fostering reading engagement and motivation for all students grades K-5.

All teachers in grades K-5 will exclusively use the Lucy Calkins Reading Units of Study. The Lucy Calkins Reading Units of Study kits were purchased in the fall of 2018 for all Wixom classroom teachers grades K-5.

High interest trade books will be purchased to enhance classroom libraries and to support the Calkins Reading Units across all grade levels K-5.
The Wixom Elementary Critical Thinking Team will organize a school-wide Open House Celebration of Cultures of Thinking at our school in April of 2020. This school-wide Open House will showcase Cultures of Thinking learning at our school from throughout the school year. Parents and other family members will be invited during the school day to visit our classrooms where the students will describe their thinking and learning and show their thinking artifacts.

The Critical Thinking Team will transform the Wixom Elementary website during over then next year to reflect the philosophy and practices of our Cultures of Thinking school. Included on the website will be links to Cultures of Thinking resources, videos of Visible Thinking lessons, and videos from the Wixom Elementary Cultures of Thinking Parents As Partners workshops that took place in 2017 and 2018. Another section of the website will provide resources for parents to learn more about developing thinking skills at home with their children.

No Funding Required

<table>
<thead>
<tr>
<th>Activity Name</th>
<th>Activity Description</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent Education about &quot;Critical Thinking&quot;</td>
<td>The Wixom Elementary Critical Thinking Team will organize a school-wide Open House Celebration of Cultures of Thinking at our school in April of 2020. This school-wide Open House will showcase Cultures of Thinking learning at our school from throughout the school year. Parents and other family members will be invited during the school day to visit our classrooms where the students will describe their thinking and learning and show their thinking artifacts. The Critical Thinking Team will transform the Wixom Elementary website during over then next year to reflect the philosophy and practices of our Cultures of Thinking school. Included on the website will be links to Cultures of Thinking resources, videos of Visible Thinking lessons, and videos from the Wixom Elementary Cultures of Thinking Parents As Partners workshops that took place in 2017 and 2018. Another section of the website will provide resources for parents to learn more about developing thinking skills at home with their children.</td>
<td></td>
<td></td>
<td></td>
<td>08/26/2019</td>
<td>06/12/2020</td>
<td>$350</td>
<td>The Wixom Elementary Critical Thinking Team. Wixom Elementary teachers and principal.</td>
</tr>
</tbody>
</table>
### Lucy Calkins District Writing Training

During the summer of 2019, six teachers from Wixom Elementary will attend the 4 day Lucy Calkins Summer Writing Institute paid for by Walled Lake Schools. This workshop will be run by trainers from the Teachers College of New York and will provide intense instruction in implementing the Lucy Calkins Writing Units of Study with fidelity.

In the summer of 2019, several other Wixom teachers (grades K-5) will attend the 1 day Lucy Calkins Writing Quick Start training. This will provide a one day training on implementing the Cakins Writing units of study and will also be taught by instructors from the Teachers College of New York.

These teachers will work together and with our Walled Lake Schools ELA team to provide instructional learning sessions throughout the school year for other K-5 teachers in our school. They will also meet with teachers at their grade levels during their block times to plan writing lessons using the Lucy Calkins Writing Units of Study. They will also work with our ELL staff to help support our ELL students with writing using the Calkins Writing program.

### Using Rubrics to Evaluate Growth in Writing Proficiency.

All K-5 classroom teachers will use the Calkins Narrative, Information, and Opinion Rubrics to evaluate and analyze on-demand student writing proficiency. Teachers will enter this information in Illuminate after giving the on-demand writing for each unit. The data from the 2018-2019 school year will be used as the base-line data. Teachers will compare the baseline data that was collected during the 2018-2019 school year to determine the amount of growth in proficiency at each grade level during the 2019-2020 school year.
| The Adult Culture of Thinking | The Wixom Elementary Critical Thinking Team will provide opportunities for the staff to examine and develop a common understanding of an adult “Culture of Thinking” at our school. These opportunities will take place at staff meetings and professional development meetings. The Critical Thinking Team will provide opportunities for teachers to self-evaluate their own progress in all aspects of Cultures of Thinking. Rubrics from Ron Ritchhart’s book “Creating Cultures of Thinking: The 8 Forces We Must Master to Truly Transform Our Schools” will be utilized. Pre-assessment survey data will be collected in the fall of 2019 and post-assessment survey data will be collected in the spring of 2020. | Professiona l Learning | Tier 1 | Implement | 08/26/2019 | 06/12/2020 | $0 | All Wixom Elementary teachers, instructional paraeducators, and the principal. The Wixom Elementary Critical Thinking Team. |
| Gathering Data on Critical Thinking | Opinion Writing is an excellent format for our students to demonstrate their thinking. All teachers in grades K-5 will use the Lucy Calkins Opinion Writing Rubric to collect data on the growth of the students’ ability to provide support for their opinions in writing. When the students do their annual Opinion Writing essay, teachers will record the data from the “Elaboration” section of the rubric to determine the growth of the percentage of students who score at grade level or above from year to year. | Evaluation, Direct Instruction, Professional Learning | Tier 1 | Implement | 08/28/2018 | 06/12/2020 | $0 | All teachers and the principal. The Wixom Elementary Critical Thinking Team. |
| Critical Thinking in Money Management | Wixom Elementary will begin a partnership with Community Financial Credit Union to help operate a student-run school credit union and expose students to critical thinking related to money management skills. Selected students will learn the banking business and career readiness skills by acting as the credit union tellers, branch managers, marketing representatives, computer operators, and accountants. | Career Preparation /Orientation, Community Engagement | Tier 1 | Implement | 09/03/2019 | 06/12/2020 | $0 | Wixom Elementary teachers. Community Financial Teacher Liaison. Principal |
**Cross Grade-level Student Teams Focused on Interactions and Relationships**
For the 2019-2020 school year, we will all start a school-wide initiative focusing on across grade-level student Interactions and Relationships. We will create multi-age dens of students that will be led by one of our staff members. We will utilize all staff members in our building including all classroom teachers, our PE, Music, Art, Media, Resource Room, and Reading Recovery teachers, along with all other support staff. These dens will meet approximately once per month and will work on activities to promote Interactions and Relationships across grade-levels.

<table>
<thead>
<tr>
<th>Direct Instruction, Behavioral Support Program</th>
<th>Tier 1</th>
<th>Implement</th>
<th>08/26/2019</th>
<th>06/12/2020</th>
<th>$0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom Teachers, Reading Recovery Teachers, Resource Room Teachers, Fine Arts Teachers, Physical Education Teacher, Media Teacher, Special Services Support Staff, Para-educators Principal</td>
<td></td>
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</tbody>
</table>

**Thinking Artifacts**
Teachers will post artifacts of student thinking around the building and in classrooms. Teachers will collect artifacts of student thinking throughout the year so that they may be shared during our Spring Open House Celebration. In addition, the artifacts of student thinking will be used in collaborative discussions. The Critical Thinking Team will provide an organizational structure for collecting the artifacts.

<table>
<thead>
<tr>
<th>Direct Instruction</th>
<th>Tier 1</th>
<th>Implement</th>
<th>08/26/2019</th>
<th>06/12/2020</th>
<th>$0</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Wixom Elementary teachers. The Wixom Elementary Critical Thinking Team.</td>
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</tbody>
</table>

**Use of i-Ready Data in Planning for Instruction and i-Ready Online Reading Intervention.**
Wixom Elementary students will continue to take the i-Ready Reading Diagnostic Assessment three times per year in the fall, winter, and spring. Teachers will work together in grade level teams and with the principal to use these results to inform their reading instruction. They will analyze the results to identify struggling reading students who are performing below grade level standards and plan lessons for reading intervention groups. All students will participate in using the i-Ready online reading lessons in the classroom and will be encouraged to use the online reading instruction at home. Teachers will hold one-on-one conferences with the students who are participating in the i-Ready online reading lessons on a regular basis to discuss their progress and set learning goals.

<table>
<thead>
<tr>
<th>Evaluation, Teacher Collaboration, Implementation</th>
<th>Tier 1</th>
<th>Implement</th>
<th>08/28/2018</th>
<th>06/12/2020</th>
<th>$0</th>
</tr>
</thead>
<tbody>
<tr>
<td>K-5 classroom teachers, Reading Recovery teachers, and the principal.</td>
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</tr>
</tbody>
</table>
### Integrating Thinking Routines Across the Curriculum

Teachers will integrate "Visible Thinking Routines" in lessons across the curriculum in English Language Arts, mathematics, social studies, science, the fine arts, media, and physical education. These routines can be used as a means of formative assessment.

The Critical Thinking Team will provide additional learning opportunities on integrating Visible Thinking Routines in daily lessons for our fine arts, physical education, media, and special education teachers.

<table>
<thead>
<tr>
<th>Direct Instruction</th>
<th>Tier 1</th>
<th>Implement</th>
<th>08/27/2018</th>
<th>06/12/2020</th>
<th>$0</th>
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<tbody>
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</tbody>
</table>

### Building-wide PLC Goal: Focusing on Reading Instruction.

During the 2018-2019 school year, we will have a building-wide PLC goal for all classroom teachers focusing on the improvement of reading instruction using the Calkins Units of Study for Reading.

<table>
<thead>
<tr>
<th>Teacher Collaboration</th>
<th>Tier 1</th>
<th>Implement</th>
<th>08/27/2018</th>
<th>06/13/2019</th>
<th>$0</th>
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</thead>
<tbody>
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</tbody>
</table>

### Breakfast Club / Learning Morning

Throughout the 2019-2020 school year, members of the Critical Thinking Team will continue to host optional morning learning opportunities and time for discussion focused on Visible Thinking Routines and creating a Culture of Thinking in our classrooms. These learning opportunities will be called “The Breakfast Club”.

<table>
<thead>
<tr>
<th>Professional Learning, Teacher Collaboration</th>
<th>Tier 1</th>
<th>Implement</th>
<th>09/25/2019</th>
<th>05/06/2020</th>
<th>$0</th>
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<tbody>
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</tbody>
</table>

### Implementation of On-Demand Assessments

Before teaching each of the three genre units for Narrative, Information, and Opinion writing, all K-5 teachers will administer an on-demand writing assessment from the Calkins Units of Study for Writing. During three block time meetings, Wixom teachers will analyze the on-demand assessments and then plan for each of the three units of study based on their analysis. In the winter of 2018, all classroom teachers (K-5) attended trained on norm-referencing the writing samples.

<table>
<thead>
<tr>
<th>Evaluation, Professional Learning, Teacher Collaboration</th>
<th>Tier 1</th>
<th>Implement</th>
<th>08/28/2018</th>
<th>06/12/2020</th>
<th>$0</th>
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</tbody>
</table>

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Using Checklists to Monitor Student Growth in Writing During Instruction.

All K-5 classroom teachers will use the Calkins Narrative, Information, and Opinion Writing Checklists with their students as formative assessment to guide instruction including mini-lessons, student conferences, and small group instruction.

Reading Across the Curriculum.

Within the Lucy Calkins Reading Units of Study, teachers will teach mini-lessons on strategies for comprehending informational and narrative texts. These same strategies will be integrated within social studies and science lessons so that students will have opportunities to apply the informational text reading skills to their content area reading.

Teachers in all grades K-5 will specifically include reading informational texts related to career options to expose students to a variety of professions available.

Section 31a

<table>
<thead>
<tr>
<th>Activity Name</th>
<th>Activity Description</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Small Group Reading Intervention</td>
<td>Reading Recovery teachers will provide daily reading lessons for individuals and small groups of at-risk reading students. Also, our Literacy Interventionist will provide daily phonics and reading lessons for small groups of at-risk reading students.</td>
<td>Direct Instruction</td>
<td>Tier 2</td>
<td>Implement</td>
<td>08/27/2019</td>
<td>06/12/2020</td>
<td>$27500</td>
<td>Erin Rollo and Heather Fox, Wixom Reading Recovery teachers, Diane McMillan, Literacy Interventionist</td>
</tr>
</tbody>
</table>

General Fund

<table>
<thead>
<tr>
<th>Activity Name</th>
<th>Activity Description</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Staff Responsible</th>
</tr>
</thead>
</table>

SY 2019-2020
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In Comprehension Focus Groups, students learn comprehension strategies, retelling, vocabulary, and writing about their reading. Comprehension Focus Groups consist of a series of text-based reading and writing lessons with a specific focus that occur over a period of weeks. Students will apply higher level comprehension strategies to analyze relationships within and across texts. The format of Comprehension Focus Groups varies for narrative text and informational text.

During the fall of the 2018-2019 school year, teachers in grades 3-5 and our resource room teachers (as applicable to the needs of the resource room students) will identify one small group of five or six students to participate in Comprehension Focus Groups 3-4 days per week. The students who participate in Comprehension Focus Groups may vary throughout the year depending on the needs of the students. Comprehension Focus Groups will continue throughout the 2018-2019 and 2019-2020 school years.

The Literacy School Improvement Team will provide a Learning Morning in late September on Comprehension Focus Groups. This session will be a “Make and Take” for teachers in grades 3-5 focused on organizing and setting up the materials for Comprehension Focus Groups ($25 will be provided for materials for this session).

The Literacy School Improvement Team will provide strategies and support to assist the 3rd-5th grade teachers with the implementation of Comprehension Focus Groups. Time will be scheduled for teachers in grades 3-5 to observe Comprehension Focus Groups being taught by their colleagues in October and November. Following the observation, time will be scheduled to debrief and co-plan Comprehension Focus Groups lessons. Substitute teachers will be provided as needed for the observations and the debriefing discussions.

In December, 2018 and March, 2019, all classroom teachers in grades 3-5 will complete the “Look Fors in Comprehension Focus Groups Self-Evaluation”. In January, 2019 and April, 2019, Lori Burke, a Literacy Specialist for our school district, will meet during block planning time with each of the three grade levels to facilitate a discussion on Comprehension Focus Groups.

<table>
<thead>
<tr>
<th>Implementation of Comprehension Focus Groups in Grades 3-5.</th>
<th>Direct Instruction, Professional Learning</th>
<th>Tier 1</th>
<th>Implement</th>
<th>08/28/2018</th>
<th>06/12/2020</th>
<th>$1000</th>
<th>Erin Rollo and Heather Fox, Wixom Reading Recovery Teachers, Literacy Team Chairpersons, 3rd-5th Grade Classroom Teachers, Resource Room Teachers, District Literacy Specialist, Lori Burke ELL Paraeducators Principal</th>
</tr>
</thead>
<tbody>
<tr>
<td>discussion on Comprehension Focus Groups implementation and the teachers’ responses on the &quot;Look Fors in Comprehension Focus Groups Self-Evaluation&quot;.</td>
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