School Improvement Plan

Wixom Elementary School
Walled Lake Consolidated Schools

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Introduction

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

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

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Title I Targeted Assistance Diagnostic
Introduction

This diagnostic tool is aligned to requirements for Title I Targeted Assistance schools. As described in sections 1111(b)(1), 1114 (b)(1)(A) and 1309(2) of the Elementary and Secondary Education Act (ESEA), the Comprehensive Needs Assessment (CNA) requirement is met by completing a School Data Analysis (SDA) and School Process Profile (SPP). The Comprehensive Needs Assessment must be completed prior to creating a new plan or annually updating an existing school improvement plan. Use the results of the Comprehensive Needs Assessment to develop Goals/Objectives/Strategies and Activities. Ensure that the Comprehensive Needs Assessment addresses all four types of data: student achievement data, school programs/process data, perceptions data (must include teachers and parents; student data is encouraged), and demographic data. The Comprehensive Needs Assessment must also take into account the needs of migratory children as defined in Title I, Part C, Section 1309(2).
Component 1: Needs Assessment

1. How was the comprehensive needs assessment process conducted?

Building-wide student achievement data was reviewed as part of our Comprehensive Needs Assessment at Culture Team (School Improvement Team) meetings during the second semester of the 2017-2018 school year. At our last Culture Team meeting in June, 2018 we reviewed our end of the year student achievement data. Some of the local data that we reviewed included the results of the i-Ready testing for mathematics and reading as well as some writing baseline data for Narrative, Informational, and Opinion Writing. We also reviewed the teachers’ reports from their grade level PLC work on writing that took place throughout the year. A report entitled “Wixom Elementary School Improvement Data 2017-2018” was compiled with an analysis of all of our local data in May and June, 2018.

Earlier in the year, our M-STEP data from the 2016-2017 school year for English Language Arts, mathematics, science, and social studies had been reviewed for strengths and weaknesses. We looked at 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.

The data for the 2017-2018 M-STEP testing that was taken by the students in the spring of 2018 will not be available until the fall-- so we will need to review that data when it becomes available in the fall of 2018.

In April and May, 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 School Improvement Plans for Reading and Writing. Also in April, the members of our Critical Thinking Team worked with our principal to do the detailed revisions of our School Improvement Plan for Critical Thinking.

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?

Identification of students eligible for Title I services at Wixom Elementary and in the Walled Lake Consolidated Schools (WLCS) is a joint effort by classroom teachers, school administrators, and special education department personnel including teacher consultants, psychologists, social workers, and speech pathologists.

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 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 pre-kindergarten through fifth grade.

Each of these assessments provides detailed information about an 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) Team also meets weekly on Monday afternoons to review at-risk students at each grade level.
individual SIPP plans as well as group SIPP 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 a "Response To Intervention" 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 may need additional assistance or differentiation that is provided in the day-to-day instruction from the teacher. 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 WLCS 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 WLCS grade-level standard on the Developmental Reading Assessment; (2) perform below the instructional standard on the Lucy Calkins Writing Rubrics; (3) perform at a standard below expectations in enabling skills; (4) score below 70 percent proficient in a WLCS 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 WLCS 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 2017-2018 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 Intervention teacher to work with students who are struggling with reading and writing 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 that include social studies and science topics. From November, 2017 until June, 2018 of the 2017-2018 school year we had one half time Literacy Intervention teacher who worked with Title I students in small groups.

3. Mathematics Intervention teacher to work with Title I students in grades 2 and 3 who are struggling with grade level mathematics skills. This certified teacher works with Title I students in small groups. The teacher re-teaches mathematics concepts and skills with which the students are struggling. From November, 2017 until June, 2018 of the 2017-2018 school year we had one half time Mathematics Intervention teacher who worked with the Title I students.
Component 3: Incorporated Into Existing School Program Planning

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). Both of these processes are complementary and are considered research-based best practice to improve student learning.

The key principles of the SIPP process and our PLC orientation include the following characteristics:
- Use scientific data, research-based interventions
- Identify students not achieving to 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 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, and math benchmark assessments to screen all students.

The Walled Lake SIPP 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 and PLC process.

For the PLC process, our school's Culture Team (formerly called the Leadership Team) coordinates and oversees the School Improvement planning process. Our Culture Team is chaired by two teachers and it includes our principal as well as teachers from a variety of grade levels and content areas. The Culture 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, and mathematics benchmark assessment data.

Our SIPP process at Wixom Elementary naturally folds into our school improvement work. Our SIPP Team includes the principal, school social worker, speech and language teacher, school psychologist, a Reading Recovery teacher, resource room teachers, and teacher consultant. The SIPP 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. There are six grade level liaisons who are members of the SIPP Team who are responsible for meeting with their assigned grade level at the block time meetings several times per month. As data on the progress of group interventions...
and individual interventions is collected and analyzed by the grade level teams, the grade level liaisons share the information with the building SIPP Team.

Grade level teams of teachers and SIPP 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 also provides individual planning for students who have not made sufficient progress after at least two cycles of additional Tier 1 classroom instruction.

The Culture 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 instruction that is provided by our Title I funded Mathematics Intervention teacher.

We have several representatives who are members of both the Culture Team and the SIPP 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?

In mathematics, we are implementing the i-Ready online mathematics program in order to help our Title I eligible students reach the State's standards. Title I eligible students in grades K-5 participate in this supplemental program for struggling mathematics students. During Math Workshop time, the targeted 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.

Also in mathematics, we will be holding two Title I Family Math Nights for our eligible students and their parents. 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 Math Nights.

In reading and writing, Title I eligible 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 to 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 in reading and writing, we will be holding one Title I Family Literacy Night for eligible students and their parents. At our Title I Family Literacy Night the 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 Literacy Night.

In reading, identified students who are reading below grade level in grades K-5 will 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.

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

The i-Ready program that we are implementing this year for our Title I eligible mathematics and reading students in grades K-5 is a research-based strategy that will improve overall student achievement in mathematics and reading. The i-Ready Diagnostic will help our teachers to identify deficit areas in mathematics and reading, and the online program will tailor the instruction directly to the needs of the eligible students.

The small group instruction that our teachers will be providing during Mathematics Workshop is also a research-based method that will benefit our Title I eligible students. By working with a small group of at-risk math students on a daily basis, the classroom teacher will be able to increase the academic achievement of our struggling mathematics students in each classroom.

In reading and writing, the Reading Recovery program is known internationally for its strong research-based methods for literacy instruction. The Reading Recovery teacher uses these research-based literacy strategies every day to improve the overall student achievement of all of the Title I eligible students participating in small groups and one-on-one.
In literacy instruction, we are implementing the Language Workshop model which is based on the research of Dr. Linda Dorn from the University of Arkansas. This model will benefit Title I eligible students and all students with a focus on reading comprehension, vocabulary development, and oral language development.

In literacy instruction, we are implementing the Guided Reading Plus model in grades 1-2 for small group literacy instruction which is based on the research of Jan Richardson. Also, we are implementing the Comprehension Focus Groups model in grades 3-5 for small group literacy instruction which is based on the research of Dr. Linda Dorn from the University of Arkansas. These models will benefit Title I eligible students and all students with a focus on early literacy and reading comprehension.

In literacy, mathematics, social studies, science, art, music, media, and physical education we will be implementing "Making Thinking Visible" routines as a method to increase the critical thinking skills of Title I eligible students and all students. "Making Thinking Visible" routines are described in the research of Dr. Ron Ritchhart and others from Harvard University.

In reading and writing we are implementing 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. These research-based programs were written by Lucy Calkins and others at the Teachers College at Columbia University in New York.

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

We have collected pre-test and post-test student achievement data on the Title I services that we have provided for our eligible students through the Reading Recovery program, literacy intervention groups taught by our Title I Literacy Intervention teachers, and mathematics intervention groups taught by our Title I Mathematics Intervention teacher. The data shows strong student growth for our at-risk learners in reading, writing, and mathematics. Therefore, the extended (supplemental) learning time has helped to provide an accelerated quality curriculum for our Title I eligible students.

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, our Literacy Intervention teacher, and our Mathematics 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. 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.
Component 5: Title I and Regular Education Coordination

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

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. 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 Leadership Team (which focuses on planning for at-risk students in our school) meets once a 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 Leadership Team 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.

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 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 a 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 early June, appointments are set up with each of the incoming kindergarteners 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 and mathematics. Finally, the new kindergarten students return to the classroom for “Meet Your Teacher Day” in late August just before school begins to meet their new teacher and to become acclimated to their classroom. The preschool teachers around our school district fill out detailed placement forms describing the strengths and weaknesses of each of their students, and these placement forms 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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<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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<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.</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 our school district’s 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 2017-2018 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 year-long training series on the Lucy Calkins Units of Study for Writing provided by our school district’s Language Arts Coordinator. Our 3rd-5th grade teachers participated in a two-part training series on “Comprehension Focus Groups” provided by one of our school district’s Literacy Trainers. 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 participated in two training sessions on Social Justice that were presented by a member of the Walled Lake Schools Social Justice Committee and a teacher-leader on the Wixom staff. At the district level, all teachers participated in a training session on working with at-risk literacy students and how to do progress monitoring for those students.

During the 2018-2019 school year, teachers in grades 3-5 will participate in additional training on “Comprehension Focus Groups” provided by upper elementary teacher-leaders from our school. 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 a Title I Literacy Night for the parents of eligible students in grades K-5. We will hold two Title I Mathematics Nights for the parents of eligible students in grades K-5 in the fall and the winter. 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. Title I funds are used to purchase books, reading games, calculators, math games, and other learning materials that parents and their children can use together at home. The principal of our school begins each of these Literacy and Mathematics Nights by making a short presentation to the parents about Title I programs and services.

Our staff will provide two more training opportunities which will be open to all parents in the fall and the winter which are called the "Parents As Partners" program. At the fall workshop, parents will attend a session on Becky Bailey's "Conscious Discipline" program that is being implemented school-wide. At the winter workshop, parents will attend a session on "helping your child with mathematics and reading at home".

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.

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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 2018-2019 school year is attached.</td>
<td>Professional Development and Learning Plan for Wixom Elementary for the 2018-2019 School Year</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?

We have a group of parents who serve on our Title I Parent Advisory Committee. Each year our principal discusses the Targeted Assistance program plan with the members of the Title I Parent Advisory Committee to gather input and new ideas for the Targeted Assistance program plan.

As part of our Title I Mathematics Night that was held in October, 2017, our principal gave an overview of our Title I Targeted Assistance program plan. Input from the parents of our Title I eligible students about the Targeted Assistance program plan was gathered after this presentation. Our principal plans to give an overview of our Title I Targeted Assistance program plan as part of our Title I Mathematics Night in October, 2018 in order to gather input from the parents of our Title I eligible students about the Targeted Assistance program plan during the 2018-2019 school year.

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 two Family Math Nights in October and February and our Family Literacy Night in March that we have implemented at Wixom Elementary. Approximately 25 parents have attended each of these sessions along with their children. They participated in the academic activities along with their children.

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<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></td>
<td>Yes</td>
<td>Parents of eligible Title I students filled out evaluation forms at the end of the two Title I Math Nights and the one Title I Literacy Night. We have used the feedback that we receive from the parents to make changes to these Title I family programs. For example, we changed the format of our Title I Math Night as a result of parent feedback-- the parents wanted more hands-on, active participation for the whole evening.</td>
</tr>
</tbody>
</table>

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.
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 Culture Team chairpersons talk about our M-STEP results as well as the results of local assessments at this meeting. Our annual 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 Literacy night for parents of eligible students and our two Title I Math Nights for parents of eligible students in grades K-5 are training sessions on how to help your child at home in reading, writing, and mathematics. 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 were distributed to the parents at these three nights.

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 during the 2017-2018 school year with a workshop that was held in November, 2017 and another workshop that was held in February, 2018. This program is offered to all parents at the school including the parents of Title I eligible students, though no Title I funds are used for this program-- it was funded by the Wixom Elementary PTA. At these evening workshops, the parents attend a keynote session on a topic of interest about the school program. The "Parents As Partners" programs during the 2017-2018 school year included one workshop on our school-wide "Conscious Discipline" program given by a keynote speaker and a second workshop on our school-wide "Cultures of Thinking" program. Two more "Parents As Partners" sessions are planned for the 2018-2019 school year.

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 pre-school 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 minutes 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 paraeducators who speak one or more of the major languages spoken by the families at our school. These bilingual paraeducators 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 paraeducators attend parent informational meetings such as Kindergarten Orientation to translate while the meeting is in progress. The bilingual paraeducators 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 Literacy Night or Title I Family Math Night.

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, the members of the PTA, and the members of the Title I Parent Advisory Committee 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 paraeducators who speak one or more of the major languages spoken by families at the school. These bilingual paraeducators frequently serve as translators for parents who speak languages other than English. They often attend meetings for our parents such as Title I Literacy Night and Title I Math Night to serve as translators. Our principal, teachers, and paraeducators 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 Math Nights and Title I Literacy Night 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 Math Nights and Literacy Night-- 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 two “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.

Parents, teachers, and staff members were involved in the development of the school-parent compact. Ideas for the school-parent compact have also been shared between schools in our district.

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 paraeducators who speak one or more of the major languages spoken by families at our school. These bilingual paraeducators 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 paraeducators do not know.

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 the boys and girls 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 paraeducators 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 paraeducators 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 paraeducators 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 paraeducators 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 paraeducators 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, MChil, 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 paraeducators 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 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 pre-school age children with our school district's Head Start and GSRP programs. Our principal, our school social worker, our teachers, and our bilingual paraeducators 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 (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 M-STEP 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 Intervention teacher, and our Title I 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, our Literacy Intervention teacher, and our 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) 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 Team for our school. The SIPP 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, 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 members of our school's SIPP Team serve as liaisons to the six grade levels at our school. The SIPP 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 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. During the 2017-2018 school year, our staff participated in training on planning small group and individual interventions for struggling literacy students and how to do progress monitoring for those students.
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.

Three times per year, the members of the SIPP Team (Student Instructional Planning Process 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, from the Literacy Intervention teacher, and from the Mathematics Intervention teacher. We also look at the number of students and parents who participated in our Title I Literacy Night for grades K-5 as well as our Title I Mathematics 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 i-Ready 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, our Literacy Intervention teacher, and our 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 Literacy Intervention teacher. The Mathematics Intervention teacher has utilized pre-test 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, our Literacy Intervention teacher, and our Mathematics 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 Culture 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. In the upcoming school year, some of this training 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, our Literacy Intervention teacher, and our 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.
Wixom Elementary School Improvement Plan for 2018-2020
Overview

Plan Name

Wixom Elementary School Improvement Plan for 2018-2020

Plan Description

The Wixom Elementary School Improvement Plan for 2018-2020 includes school improvement goals for critical thinking across the curriculum, reading, and writing.
## 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>
</tr>
</thead>
</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:1  
Activities:9 | Academic   | $2144         |
| 2  | All students at Wixom Elementary School will become proficient readers.    | Objectives:1  
Strategies:1  
Activities:8 | Academic   | $176773       |
| 3  | All students at Wixom Elementary School will become proficient writers.    | Objectives:1  
Strategies:1  
Activities:6 | Academic   | $3696         |
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.
Cultures of Thinking: The 8 Forces We Must Master to Truly Transform Our Schools by Ron Ritchhart.
Making Thinking Visible: How to Promote Engagement, Understanding, and Independence for All Learners by Ron Ritchhart, Mark Church, and Karen Morrison.
Choice Words: How Our Language Affects Children's Learning by Peter Johnston.
Mindset: The New Psychology of Success by Carol Dweck.
Intellectual Character: What it is, Why it Matters, and How to Get It by Ron Ritchhart.
Harvard Graduate School of Education's "Project Zero" website (http://www.pz.harvard.edu/)
"Telling Our Stories of Learning" website (www.storiesoflearning.com)
Intelligence in the Wild, David N. Perkins and others, "Intelligence in the Wild: A Dispositional View of Intellectual Traits," Educational Psychology Review 12, no. 3 (2000): 269-93.

Tier: Tier 1

<table>
<thead>
<tr>
<th>Activity - Cultural Forces of Environment and Expectations</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>Our school-wide focus for the 2018-2019 school year will be to learn about and implement the &quot;cultural forces&quot; of Environment and Expectations (for thinking and learning). We will also continue to focus on the &quot;cultural forces&quot; of Language and Interactions that we worked on during the 2017-2018 school year. 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 &quot;cultural forces&quot; of Environment and Expectations. Then the staff will develop a new Target of Advancement focusing on the &quot;cultural forces&quot; of Environment and Expectations. The new Target of Advancement will drive our Vertical Team Instructional Rounds process that will take place in November, 2018. 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 Environment and Expectations. Following the observations, the vertical teams will debrief the observations using a structured protocol.</td>
<td>Direct Instruction, Professional Learning</td>
<td>Tier 1</td>
<td>Implement</td>
<td>08/27/2018</td>
<td>06/13/2019</td>
<td>$897</td>
<td>Other</td>
<td>The Wixom Elementary Critical Thinking Team. All teachers, instructional paraeducators, and the principal.</td>
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</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 Responsible</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 &quot;Culture of Thinking&quot; 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 &quot;Creating Cultures of Thinking: The 8 Forces We Must Master to Truly Transform Our Schools&quot; will be utilized. Pre-assessment data will be collected in the fall of 2018 and post-assessment data will be collected in the spring of 2019.</td>
<td>Professional Learning</td>
<td>Tier 1</td>
<td>Implement</td>
<td>08/27/2018</td>
<td>06/13/2019</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 Responsible</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 &quot;Elaboration&quot; 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

<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>Throughout the 2018-2019 school year, members of the Critical Thinking Team will host optional morning learning opportunities and time for discussion focused on &quot;Visible Thinking Routines&quot; and creating a &quot;Culture of Thinking&quot; in our classrooms. These learning opportunities will be called &quot;The Breakfast Club&quot;.</td>
<td>Professional Learning, Teacher Collaboration</td>
<td>Tier 1</td>
<td>Implement</td>
<td>09/04/2018</td>
<td>06/13/2019</td>
<td>$0</td>
<td>No Funding Required</td>
</tr>
</tbody>
</table>

### Activity - 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>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 Responsibility</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/Showcase/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>08/27/2018</td>
<td>06/13/2019</td>
<td>$0</td>
<td>No Funding Required</td>
<td>All Wixom Elementary teachers. The Wixom Elementary Critical Thinking Team.</td>
</tr>
</tbody>
</table>

The Wixom Elementary Critical Thinking Team will organize a school-wide Open House/Showcase/Celebration of "Cultures of Thinking" at our school in March or April of 2019. 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 the next two years 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.

<table>
<thead>
<tr>
<th>Activity - Cultures of Thinking Professional Development in Vertical Teams</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>The Wixom Elementary Critical Thinking Team will organize a school-wide Open House/Showcase/Celebration of &quot;Cultures of Thinking&quot; at our school in March or April of 2019. This school-wide Open House will showcase &quot;Cultures of Thinking&quot; 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.</td>
<td>Parent Involvement</td>
<td>Tier 1</td>
<td>Implement</td>
<td>08/27/2018</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>
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 06/13/2019 as measured by fall to spring comparison data on the i-Ready Reading Diagnostic.

Strategy 1:
Reading Comprehension - Teachers will develop and implement lessons aimed at improving students' text comprehension in all subject areas, including science and
social studies.
Category: English/Language Arts
Research Cited: The Reading Recovery teachers participate in Continuing Contact training with our Reading Recovery teacher leader, Lynn Newmyer, throughout each year. During the training a variety of resources are reviewed. The Reading Recovery teachers reviewed the book "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:
"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 Responsible</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></td>
<td></td>
<td></td>
<td></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>
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.

### Activity - Small Group 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>Direct Instruction</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, Resource Room Teachers, ELL Paraeducators</td>
</tr>
</tbody>
</table>

Reading Recovery teachers will provide daily reading lessons for individuals and small groups of at-risk reading students. Also, our part-time Literacy Intervention teacher will provide daily reading lessons for small groups of at-risk reading students.

<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</td>
<td>Tier 2</td>
<td>Implement</td>
<td>08/28/2018</td>
<td>06/13/2019</td>
<td>$172094</td>
<td>Title I Part A</td>
<td>Erin Rollo and Heather Fox, Wixom Reading Recovery teachers, Annie Reimann, Literacy Intervention teacher</td>
</tr>
</tbody>
</table>

### Activity - Training for parents of at-risk reading students.

<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>08/28/2018</td>
<td>06/13/2019</td>
<td>$670</td>
<td>Title I Part A</td>
<td>K-5 Wixom Classroom Teachers, Reading Recovery Teachers, Principal</td>
</tr>
</tbody>
</table>

### Activity - Use of i-Ready Data in Planning for Instruction and i-Ready Online Reading Intervention.

<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>
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</thead>
</table>
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 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. Also, identified students will participate in the i-Ready online reading lessons. 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 Units of Study for Reading.</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 Units of Study for Reading. The Lucy Calkins Units of Study for Reading kits will be purchased for all classroom teachers who need a kit.</td>
<td>Direct Instruction</td>
<td>Tier 1</td>
<td>Implement</td>
<td>08/28/2018</td>
<td>06/12/2020</td>
<td>$2000</td>
<td>General Fund</td>
<td>All K-5 Wixom Classroom Teachers, Walled Lake Schools Language Arts Coordinator, Amy Gurney, Principal</td>
</tr>
</tbody>
</table>

Activity - Staff Development on Calkins Units of Study for Reading.

<table>
<thead>
<tr>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
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<th>Source Of Funding</th>
<th>Staff Responsible</th>
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</table>
The Walled Lake Schools Language Arts Coordinator, Amy Gurney, and the Wixom Elementary Literacy School Improvement Team will provide staff development during the 2018-2019 school year on the Calkins Units of Study for Reading. In September, 2018, there will be a half day session for grades K-2 and 3-5 with substitutes provided that will focus on establishing norms for the use of the Calkins Units of Study for Reading, common classroom benchmarks, and application of a data protocol to the i-Ready Reading Diagnostic data.

In September, 2018 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, Language Workshop, and Comprehension Focus Groups) at Wixom Elementary School.

In October, 2018 the Literacy School Improvement Team and Amy Gurney will provide staff development at a Learning Morning about how to 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 February, 2019 the Literacy School Improvement Team and Amy Gurney will provide a one hour staff development session (required staff meeting or half day building-level professional learning day) on the teaching points of the Calkins Units of Study for Reading. Some of the instructional issues to be discussed will include meeting the needs of diverse learners, scope and sequence, and timing.

In May, 2019 the Literacy School Improvement Team and Amy Gurney will provide staff development at a Learning Morning that will review the Scope and Sequence for the Calkins Units of Study for Reading and make a recommendation for materials to the Walled Lake School District.
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 Units of Study for Writing" throughout the school year. 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 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 Narrative, Information, and Opinion Writing during the 2017-2018 school year is the baseline data. The first year that we will have comparison data to show growth will be the data that we collect during the 2018-2019 school year. The teachers at each grade level will work with the Literacy Team to decide on the specific Narrative, Information, and Opinion writing pieces that will be scored each year for their grade level. Continued staff development will be provided for our teachers during the 2018-2019 school year on the "Calkins 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.
"After the End" by Barry Lane.
"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.
"In Pictures and in Words" by Katie Wood Ray.
"Notebook Know-How: Strategies for the Writer's Notebook" by Aimee Buckner.
Units of Study in Opinion, Information, and Narrative Writing by Lucy Calkins.

Tier: Tier 1

### Activity - Writing About Your Thinking 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>
<tbody>
<tr>
<td>Direct Instruction</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>

Within the Lucy Calkins Units of Study for Writing, teachers will teach mini-lessons on strategies for writing in the genres of Narrative, Information, and Opinion. These same strategies will be integrated within social studies, science, and mathematics lessons so that students will have opportunities to apply the "writing about your thinking" strategies in their content area writing. This type of writing can be formal in terms of written assignments (summaries, position papers, persuasive writing, analysis papers) or informal in terms of ongoing student self-reflection (processing your understanding of a concept in a daily lesson or reflections on what you have learned and still need to learn). Students will use a variety of "writing about your thinking" notebooks for each content area. By integrating "Visible Thinking Routines" across the curriculum, teachers will provide additional opportunities for students to "write about their thinking".

### 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 Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Direct Instruction, Monitor, 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>
<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 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 Responsibility</th>
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</table>
Teachers will provide training for parents of at-risk writing students in literacy skills used within the Walled Lake Schools at the Title I Literacy Night for Families. Teachers will provide training for parents of at-risk mathematics students in how to help your child to "write about your mathematical thinking" at the two Title I Mathematics Nights for Families.

<table>
<thead>
<tr>
<th>Activity - Using Rubrics to Evaluate Growth in Writing Proficiency.</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 K-5 classroom teachers will use the Calkins Narrative, Information, and Opinion Rubrics to evaluate and analyze student writing proficiency. Teachers will enter this information in Illuminate at the end of each Unit of Study. The data from the 2018-2019 school year will be compared to the baseline data that was collected during the 2017-2018 school year to determine the amount of growth in proficiency at each grade level for each of the three genres. This process will be continued during the 2019-2020 school year.</td>
<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>

<table>
<thead>
<tr>
<th>Activity - Instructional Rounds to Improve Writing Instruction.</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>At a Literacy School Improvement Team meeting in late September, one representative from each grade level will be invited to plan the protocol for Instructional Rounds for Writing. The grade level representatives will share the protocol with their grade level team. Each grade level will have substitute teachers provided for three half days for Instructional Rounds related to writing instruction in the fall, winter, and spring. These three days will focus on the genres of Narrative, Information, and Opinion writing. 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, Amy Gurney, 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>Walkthrough, Professional Learning, Teacher Collaboration</td>
<td>Tier 1</td>
<td>Implement</td>
<td>08/28/2018</td>
<td>06/13/2019</td>
<td>$3027</td>
<td>Other</td>
<td>K-5 Classroom Teachers, Walled Lake Schools Language Arts Coordinator, Amy Gurney, Resource Room Teachers, Reading Recovery Teachers, Principal.</td>
</tr>
</tbody>
</table>
### 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 Responsible</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.
# 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>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 Literacy Night for Families. Teachers will 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 two Title I Mathematics Nights for Families.</td>
<td>Parent Involvement</td>
<td>Tier 2</td>
<td>Implement</td>
<td>08/28/2018</td>
<td>06/13/2019</td>
<td>$669</td>
<td>K-5 Wixom Classroom Teachers, Erin Rollo and Heather Fox, 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 Literacy Night for Families.</td>
<td>Parent Involvement</td>
<td>Tier 2</td>
<td>Implement</td>
<td>08/28/2018</td>
<td>06/13/2019</td>
<td>$670</td>
<td>K-5 Wixom Classroom Teachers, Reading Recovery Teachers, Principal</td>
</tr>
<tr>
<td>Small Group Reading Instruction.</td>
<td>Reading Recovery teachers will provide daily reading lessons for individuals and small groups of at-risk reading students. Also, our part-time Literacy Intervention teacher will provide daily reading lessons for small groups of at-risk reading students.</td>
<td>Direct Instruction</td>
<td>Tier 2</td>
<td>Implement</td>
<td>08/28/2018</td>
<td>06/13/2019</td>
<td>$172094</td>
<td>Erin Rollo and Heather Fox, Wixom Reading Recovery teachers, Annie Reimann, Literacy Intervention teacher</td>
</tr>
</tbody>
</table>

## Other

<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 2018-2019

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<table>
<thead>
<tr>
<th>Staff Development on Calkins Units of Study for Reading.</th>
<th>Professiona l Learning</th>
<th>Tier 1</th>
<th>Implement</th>
<th>09/04/2018</th>
<th>05/31/2019</th>
<th>$1009</th>
<th>K-5 Classroom Teachers, Walled Lake Schools Language Arts Coordinator, Amy Gurney, Reading Recovery Teachers, Principal</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Walled Lake Schools Language Arts Coordinator, Amy Gurney, and the Wixom Elementary Literacy School Improvement Team will provide staff development during the 2018-2019 school year on the Calkins Units of Study for Reading. In September, 2018, there will be a half day session for grades K-2 and 3-5 with substitutes provided that will focus on establishing norms for the use of the Calkins Units of Study for Reading, common classroom benchmarks, and application of a data protocol to the i-Ready Reading Diagnostic data.</td>
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<tr>
<td>In September, 2018 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, Language Workshop, and Comprehension Focus Groups) at Wixom Elementary School.</td>
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<tr>
<td>In October, 2018 the Literacy School Improvement Team and Amy Gurney will provide staff development at a Learning Morning about how to 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.</td>
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<tr>
<td>In February, 2019 the Literacy School Improvement Team and Amy Gurney will provide a one hour staff development session (required staff meeting or half day building-level professional learning day) on the teaching points of the Calkins Units of Study for Reading. Some of the instructional issues to be discussed will include meeting the needs of diverse learners, scope and sequence, and timing.</td>
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<tr>
<td>In May, 2019 the Literacy School Improvement Team and Amy Gurney will provide staff development at a Learning Morning that will review the Scope and Sequence for the Calkins Units of Study for Reading and make a recommendation for materials to the Walled Lake School District.</td>
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</tr>
</tbody>
</table>
### Cultures of Thinking Professional Development in Vertical Teams

Our teaching staff will be divided into three vertical teams for a staff development opportunity focusing on “Cultures of Thinking” in the winter of 2019. The vertical teams will consist of K-5 classroom teachers, fine arts, physical education, media, special services, and intervention teachers. These vertical teams will work on “Cultures of Thinking” staff development that will be planned by the Critical Thinking Team. On the vertical teams staff development day, each of the three vertical teams will have a two-hour block to work together with substitute teachers provided.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Professional Learning Tier 1</th>
<th>Implement</th>
<th>Cost</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cultural of Thinking Professional Development in Vertical Teams</td>
<td>01/07/2019</td>
<td>03/22/2019</td>
<td>$897</td>
<td>All Wixom Elementary teachers. Critical Thinking Team.</td>
</tr>
</tbody>
</table>

### Instructional Rounds to Improve Writing Instruction

At a Literacy School Improvement Team meeting in late September, one representative from each grade level will be invited to plan the protocol for Instructional Rounds for Writing. The grade level representatives will share the protocol with their grade level team.

Each grade level will have substitute teachers provided for three half days for Instructional Rounds related to writing instruction in the fall, winter, and spring. These three days will focus on the genres of Narrative, Information, and Opinion writing. 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, Amy Gurney, 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.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Professional Learning Tier 1</th>
<th>Implement</th>
<th>Cost</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructional Rounds to Improve Writing Instruction</td>
<td>08/28/2018</td>
<td>06/13/2019</td>
<td>$3027</td>
<td>K-5 Classroom Teachers, Walled Lake Schools Language Arts Coordinator, Amy Gurney, Resource Room Teachers, Reading Recovery Teachers, Principal</td>
</tr>
</tbody>
</table>
## Parent Education about “Critical Thinking”

The Wixom Elementary Critical Thinking Team will organize a school-wide Open House/Showcase/Celebration of “Cultures of Thinking” at our school in March or April of 2019. 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 the next two years 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.

## Cultural Forces of Environment and Expectations

Our school-wide focus for the 2018-2019 school year will be to learn about and implement the "cultural forces" of Environment and Expectations (for thinking and learning). We will also continue to focus on the "cultural forces" of Language and Interactions that we worked on during the 2017-2018 school year. 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 Environment and Expectations. Then the staff will develop a new Target of Advancement focusing on the "cultural forces" of Environment and Expectations.

The new Target of Advancement will drive our Vertical Team Instructional Rounds process that will take place in November, 2018. 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 Environment and Expectations. Following the observations, the vertical teams will debrief the observations using a structured protocol.
<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>Reading Across the Curriculum</td>
<td>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.</td>
<td>Direct Instruction</td>
<td>Tier 1</td>
<td>Implement</td>
<td>08/28/2018</td>
<td>06/12/2020</td>
<td>$0</td>
<td>All K-5 Wixom Classroom Teachers, Resource Room Teachers, ELL Paraeducators</td>
</tr>
<tr>
<td>Thinking Artifacts</td>
<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/Showcase/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>08/27/2018</td>
<td>06/13/2019</td>
<td>$0</td>
<td>All Wixom Elementary teachers. The Wixom Elementary Critical Thinking Team.</td>
</tr>
<tr>
<td>Breakfast Club</td>
<td>Throughout the 2018-2019 school year, members of the Critical Thinking Team will host optional morning learning opportunities and time for discussion focused on &quot;Visible Thinking Routines&quot; and creating a &quot;Culture of Thinking&quot; in our classrooms. These learning opportunities will be called &quot;The Breakfast Club&quot;.</td>
<td>Professional Learning, Teacher Collaboration</td>
<td>Tier 1</td>
<td>Implement</td>
<td>09/04/2018</td>
<td>06/13/2019</td>
<td>$0</td>
<td>The Wixom Elementary Critical Thinking Team.</td>
</tr>
<tr>
<td>Implementation of On-Demand Assessments</td>
<td>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.</td>
<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>K-5 Classroom Teachers, Reading Recovery Teachers, Principal</td>
</tr>
<tr>
<td>The Adult Culture of Thinking</td>
<td>The Wixom Elementary Critical Thinking Team will provide opportunities for the staff to examine and develop a common understanding of an adult &quot;Culture of Thinking&quot; 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 &quot;Creating Cultures of Thinking: The 8 Forces We Must Master to Truly Transform Our Schools&quot; will be utilized. Pre-assessment data will be collected in the fall of 2018 and post-assessment data will be collected in the spring of 2019.</td>
<td>Professiona l Learning</td>
<td>Tier 1</td>
<td>Implement</td>
<td>08/27/2018</td>
<td>06/13/2019</td>
<td>$0</td>
<td>All Wixom Elementary teachers, instructional paraeducators, and the principal. The Wixom Elementary Critical Thinking Team.</td>
</tr>
<tr>
<td>Gathering Data on Critical Thinking</td>
<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 &quot;Elaboration&quot; 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>All teachers and the principal. The Wixom Elementary Critical Thinking Team.</td>
</tr>
<tr>
<td>Building-wide PLC Goal Focusing on Reading Instruction.</td>
<td>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.</td>
<td>Teacher Collaborati on</td>
<td>Tier 1</td>
<td>Implement</td>
<td>08/27/2018</td>
<td>06/13/2019</td>
<td>$0</td>
<td>All K-5 Wixom Classroom Teachers, Reading Recovery Teachers, our Walled Lake Schools Language Arts Coordinator, Amy Gurney, and Principal</td>
</tr>
<tr>
<td>School Improvement Plan</td>
<td>Wixom Elementary School</td>
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</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. |
| Direct Instruction Tier 1 Implement 08/27/2018 06/12/2020 $0 | All Wixom Elementary teachers. The Wixom Elementary Critical Thinking Team. |

| 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 as formative assessment to guide instruction including mini-lessons, student conferences, and small group instruction. |
| Direct Instruction, Monitor, Professional Learning Tier 1 Implement 08/28/2018 06/12/2020 $0 | All K-5 Wixom Classroom Teachers, Reading Recovery Teachers, Resource Room Teachers, Principal. |

| Using the Walled Lake Instructional Framework for Instruction Across the Curriculum | In April, 2018, our iCouncil representatives introduced the "Walled Lake Instructional Framework: A Daily Guide to Effective Learning" during a professional development session. The Walled Lake iCouncil is a collaborative group made up of administrators, members of our Walled Lake Schools central office instructional team, and classroom teachers from all nineteen schools in our district that meets throughout the year focusing on effective instruction. During the staff development session in April, 2018, the teachers examined the new "Walled Lake Instructional Framework" and discussed the elements of effective instruction. During a staff development session in the fall of 2018, each teacher will reexamine the "Walled Lake Instructional Framework" to determine their own strengths. The Critical Thinking Team will facilitate informal rounds where teachers will open their classrooms so that their colleagues can observe and learn from the strengths of other teachers. Teachers will observe with specific focus areas from the "Walled Lake Instructional Framework" in mind in order to improve their own instructional practice. |
| Direct Instruction, Professional Learning Tier 1 Implement 08/27/2018 06/13/2019 $0 | K-5 Classroom Teachers, Reading Recovery Teachers, Resource Room Teachers, Fine Arts Teachers, Physical Education Teacher, Media Teacher, Wixom Elementary iCouncil Representatives, Principal. |
### 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 student writing proficiency. Teachers will enter this information in Illuminate at the end of each Unit of Study. The data from the 2018-2019 school year will be compared to the baseline data that was collected during the 2017-2018 school year to determine the amount of growth in proficiency at each grade level for each of the three genres. This process will be continued during the 2019-2020 school year.

<table>
<thead>
<tr>
<th>Evaluation</th>
<th>Tier 1</th>
<th>Implement</th>
<th>08/28/2018</th>
<th>06/12/2020</th>
<th>$0</th>
<th>K-5 Wixom Classroom Teachers, Reading Recovery Teachers, Principal</th>
</tr>
</thead>
</table>

### Writing About Your Thinking Across the Curriculum.

Within the Lucy Calkins Units of Study for Writing, teachers will teach mini-lessons on strategies for writing in the genres of Narrative, Information, and Opinion. These same strategies will be integrated within social studies, science, and mathematics lessons so that students will have opportunities to apply the "writing about your thinking" strategies in their content area writing. This type of writing can be formal in terms of written assignments (summaries, position papers, persuasive writing, analysis papers) or informal in terms of ongoing student self-reflection (processing your understanding of a concept in a daily lesson or reflections on what you have learned and still need to learn). Students will use a variety of "writing about your thinking" notebooks for each content area. By integrating “Visible Thinking Routines” across the curriculum, teachers will provide additional opportunities for students to "write about their thinking".

| Direct Instruction | Tier 1 | Implement | 08/28/2018 | 06/12/2020 | $0 | All K-5 Wixom Classroom Teachers, Reading Recovery Teachers, Resource Room Teachers, ELL Paraeducators, Principal |

### 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 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. Also, identified students will participate in the i-Ready online reading lessons. 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.

| Evaluation, Implementation, Teacher Collaboration | Tier 1 | Implement | 08/28/2018 | 06/12/2020 | $0 | K-5 classroom teachers, Reading Recovery teachers, and the principal |

### General Fund

SY 2018-2019
<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>

School Improvement Plan
Wixom Elementary School
**Implementation of Comprehension Focus Groups in Grades 3-5.**

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.

| Direct Instruction, Professional Learning | Tier 1 | Implement | 08/28/2018 | 06/12/2020 | $1000 | 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 |
| Use of Calkins Units of Study for Reading. | All teachers in grades K-5 will exclusively use the Lucy Calkins Units of Study for Reading. The Lucy Calkins Units of Study for Reading kits will be purchased for all classroom teachers who need a kit. | Direct Instruction | Tier 1 | Implement | 08/28/2018 | 06/12/2020 | $2000 | All K-5 Classroom Teachers, Walled Lake Schools Language Arts Coordinator, Amy Gurney, Principal |