



School Improvement Plan

Woodcrest Elementary School

Midland Public Schools

Mr. Jeff Pennex
5500 DRAKE ST
MIDLAND, MI 48640-2451

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Introduction

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

Improvement Plan Assurance

Introduction

During the 2016-2017 school year, schools will have two options for Goals and Plans. 1. Update Goals and Plans, if necessary, based on analysis of data and Program Evaluation; 2. Complete and upload the Abbreviated Goals and Plans template into ASSIST, based on analysis of data and Program Evaluation.

Improvement Plan Assurance

Label	Assurance	Response	Comment	Attachment
1.	Which option was chosen for Goals and Plans?	Goals and Plans in ASSIST	Spring 2017	

Spring 2017 School Improvement Plan

Overview

Plan Name

Spring 2017 School Improvement Plan

Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	85% of students in third, fourth, and fifth grade will demonstrate proficiency on the M-Step Math Assessment	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$500
2	85% of students in third, fourth, and fifth grade will demonstrate proficiency on the M-Step ELA Assessment	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$500
3	85% of fourth grade students will demonstrate proficiency on the M-Step Science Assessment	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$500
4	85% of fifth grade students will demonstrate proficiency on the M-Step Social Studies Assessment	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$500

Goal 1: 85% of students in third, fourth, and fifth grade will demonstrate proficiency on the M-Step Math Assessment

Measurable Objective 1:

62% of Third, Fourth and Fifth grade students will demonstrate student proficiency (pass rate) on M-Step Math Assessments in Mathematics by 06/30/2018 as measured by the percentage of students receiving a proficient score.

Strategy 1:

Increasing the Substance of Student Talk - Staff will refine their usage of Making Thinking Visible "thinking routines" by participating in bi-weekly grade level collaborative meetings, building professional development meetings, and by working individually with the building's PYP coordinator. The ultimate goal of this strategy is to increase the complexity of student talk when students are working in collaborative groups and/or participating in content related discussions. As the "distinguished cell" of the 5D+ Student Engagement "Substance of Student Talk" rubric states, students will display "Student to student talk that reflects knowledge and ways of thinking associated with the content. Students will also provide evidence to support their arguments and new ideas." According to research completed by the University of Washington's Center for Educational Leadership, getting staff to this level will place them in the "distinguished" category of performance for the descriptor "Substance of Student Talk."

Category: Mathematics

Research Cited: -5 Dimensions of Teaching and Learning (2012) University of Washington Center for Teaching and Learning

-Making Thinking Visible (2011) Ritchhart, Church, and Morrison

Tier: Tier 1

Activity - Making Thinking Visible Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will participate in bi-weekly grade level collaborative meetings, building professional development meetings, and individual meetings with the building's PYP coordinator to refine their use of specific Making Thinking Visible thinking routines.	Direct Instruction, Professional Learning, Teacher Collaboration, Materials	Tier 1	Monitor	07/01/2017	06/30/2018	\$500	General Fund	Principal, PYP Coordinator, All Instructional Staff

Goal 2: 85% of students in third, fourth, and fifth grade will demonstrate proficiency on the M-Step ELA Assessment

Measurable Objective 1:

75% of Third, Fourth and Fifth grade students will demonstrate student proficiency (pass rate) as measured by the percent of students receiving a proficient score in English Language Arts by 06/30/2018 as measured by M-Step ELA Assessments.

Strategy 1:

Increasing the Substance of Student Talk - Staff will refine their usage of Making Thinking Visible "thinking routines" by participating in bi-weekly grade level collaborative meetings, building professional development meetings, and by working individually with the building's PYP coordinator. The ultimate goal of this strategy is to increase the complexity of student talk when students are working in collaborative groups and/or participating in content related discussions. As the "distinguished cell" of the 5D+ Student Engagement "Substance of Student Talk" rubric states, students will display "Student to student talk that reflects knowledge and ways of thinking associated with the content. Students will also provide evidence to support their arguments and new ideas." According to research completed by the University of Washington's Center for Educational Leadership, getting staff to this level will place them in the "distinguished" category of performance for the descriptor "Substance of Student Talk."

Category: English/Language Arts

Research Cited: -5 Dimensions of Teaching and Learning (2012) University of Washington Center for Teaching and Learning

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-Making Thinking Visible (2011) Ritchhart, Church, and Morrison

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Tier: Tier 1

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Activity - Making Thinking Visible Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will participate in bi-weekly grade level collaborative meetings, building professional development meetings, and individual meetings with the building's PYP coordinator to refine their use of specific Making Thinking Visible thinking routines.	Direct Instruction, Professional Learning, Teacher Collaboration, Materials	Tier 1	Monitor	07/01/2017	06/30/2018	\$500	General Fund	Principal, PYP Coordinator, All Instructional Staff

Goal 3: 85% of fourth grade students will demonstrate proficiency on the M-Step Science Assessment

Measurable Objective 1:

44% of Fourth grade students will demonstrate student proficiency (pass rate) on M-Step Assessments in Science by 06/30/2018 as measured by the M-Step Science Assessment.

Strategy 1:

Increasing the Substance of Student Talk - Staff will refine their usage of Making Thinking Visible "thinking routines" by participating in bi-weekly grade level collaborative meetings, building professional development meetings, and by working individually with the building's PYP coordinator. The ultimate goal of this strategy is to increase the complexity of student talk when students are working in collaborative groups and/or participating in content related discussions. As the "distinguished cell" of the 5D+ Student Engagement "Substance of Student Talk" rubric states, students will display "Student to student talk that reflects knowledge and ways of thinking associated with the content. Students will also provide evidence to support their arguments and new ideas." According to research completed by the University of Washington's Center for Educational Leadership, getting staff to this level will place them in the "distinguished" category of performance for the descriptor "Substance of Student Talk."

Category: Science

Research Cited: -5 Dimensions of Teaching and Learning (2012) University of Washington Center for Teaching and Learning

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Tier: Tier 1

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Activity - Making Thinking Visible Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will participate in bi-weekly grade level collaborative meetings, building professional development meetings, and individual meetings with the building's PYP coordinator to refine their use of specific Making Thinking Visible thinking routines.	Direct Instruction, Professional Learning, Teacher Collaboration, Materials	Tier 1	Monitor	07/01/2017	06/30/2018	\$500	General Fund	Principal, PYP Coordinator, All Instructional Staff

Goal 4: 85% of fifth grade students will demonstrate proficiency on the M-Step Social Studies Assessment

Measurable Objective 1:

45% of Fifth grade students will demonstrate a proficiency On M-Step Assessments in Social Studies by 06/30/2018 as measured by the M-Step Social Studies Assessment.

Strategy 1:

Increasing the Substance of Student Talk - Staff will refine their usage of Making Thinking Visible "thinking routines" by participating in bi-weekly grade level collaborative meetings, building professional development meetings, and by working individually with the building's PYP coordinator. The ultimate goal of this strategy is to increase the complexity of student talk when students are working in collaborative groups and/or participating in content related discussions. As the "distinguished cell" of the 5D+ Student Engagement "Substance of Student Talk" rubric states, students will display "Student to student talk that reflects knowledge and ways of thinking associated with the content. Students will also provide evidence to support their arguments and new ideas." According to research completed by the University of Washington's Center for Educational Leadership, getting staff to this level will place them in the "distinguished" category of performance for the descriptor "Substance of Student Talk."

Category: Social Studies

Research Cited: -5 Dimensions of Teaching and Learning (2012) University of Washington Center for Teaching and Learning

-Making Thinking Visible (2011) Ritchhart, Church, and Morrison

Tier: Tier 1

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Activity - Making Thinking Visible Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will participate in bi-weekly grade level collaborative meetings, building professional development meetings, and individual meetings with the building's PYP coordinator to refine their use of specific Making Thinking Visible thinking routines.	Direct Instruction, Professional Learning, Teacher Collaboration, Materials	Tier 1		07/01/2017	06/30/2018	\$500	General Fund	Principal, PYP Coordinator, All Instructional Staff

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Making Thinking Visible Professional Development	Staff will participate in bi-weekly grade level collaborative meetings, building professional development meetings, and individual meetings with the building's PYP coordinator to refine their use of specific Making Thinking Visible thinking routines.	Direct Instruction, Professional Learning, Teacher Collaboration, Materials	Tier 1	Monitor	07/01/2017	06/30/2018	\$500	Principal, PYP Coordinator, All Instructional Staff
Making Thinking Visible Professional Development	Staff will participate in bi-weekly grade level collaborative meetings, building professional development meetings, and individual meetings with the building's PYP coordinator to refine their use of specific Making Thinking Visible thinking routines.	Direct Instruction, Professional Learning, Teacher Collaboration, Materials	Tier 1	Monitor	07/01/2017	06/30/2018	\$500	Principal, PYP Coordinator, All Instructional Staff
Making Thinking Visible Professional Development	Staff will participate in bi-weekly grade level collaborative meetings, building professional development meetings, and individual meetings with the building's PYP coordinator to refine their use of specific Making Thinking Visible thinking routines.	Direct Instruction, Professional Learning, Teacher Collaboration, Materials	Tier 1	Monitor	07/01/2017	06/30/2018	\$500	Principal, PYP Coordinator, All Instructional Staff
Making Thinking Visible Professional Development	Staff will participate in bi-weekly grade level collaborative meetings, building professional development meetings, and individual meetings with the building's PYP coordinator to refine their use of specific Making Thinking Visible thinking routines.	Direct Instruction, Professional Learning, Teacher Collaboration, Materials	Tier 1		07/01/2017	06/30/2018	\$500	Principal, PYP Coordinator, All Instructional Staff