School Improvement Plan

Woodcrest Elementary School

Midland Public Schools

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Woodcrest School Improvement Plan 2016-17

Introduction

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

Executive Summary

Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

Description of the School

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

Woodcrest Elementary currently has 565 students. In a typical school year, the student body includes students from approximately fifteen countries. The school has a long track record of academic success and is home to an excellent staff and supportive and involved parents.

School's Purpose

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

Mission Statement- The mission of Woodcrest Elementary, in partnership with our families and community, embraces the responsibility for developing globally minded young people who are knowledgeable, inquiring, and contributing citizens of our shared world.

Belief Statements:

-Every individual is unique and has worth and value.

-Self esteem is essential for the development of the total person.

-The student, family, school, and community share the responsibility for learning.

-Continuous improvement requires risk taking and change.

-The most effective decision making is the result of cooperative expectations.

-A climate of trust and cooperation lead to effective communication.

-An organization can be structured so that all individuals can exceed expectations.

-The survival of a democratic society depends on an educated citizenry.

-Each individual has the ability and capability to continually learn and improve.

The school embodies its purpose and mission through developing a learning environment that is centered on inquiry based teaching and learning philosophies as advocated by the IB Primary Years Programme.

Notable Achievements and Areas of Improvement

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

Woodcrest has traditionally acheived strong performance on state and district assessments. A comparison of Woodcrest's most recent M-Step performance is listed below.

-3rd Grade Math: 2% above the district average & 11% above the state average
-3rd Grade ELA: 6% below the district average & 7% above the state average

-4th Grade Math: 2% above the district average & 11% above the state average
-4th Grade ELA: 16% above the district average & 33% above the state average
-4th Grade Science: 1% above the district average & 14% above the state average

-5th Grade Math: 8% above the district average & 25% above the state average
-5th Grade ELA: 10% above the district average & 28% above the state average
-5th Grade Social Studies: 10% above the district average & 28% above the state average

Additional Information

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

Woodcrest is grateful for its continued support from parents and community volunteers.

Improvement Plan Stakeholder Involvement

Introduction

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

Improvement Planning Process

Improvement Planning Process

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

-All staff members are active participants on one of four building based school improvement committees (language arts, math, science, and social studies). The building based committees educate staff about strategies and nuances related to the school improvement plan. All staff members are also active participants of district level curriculum committees. These committees are largely used to educate and train staff about best practices within each curricular area.

-The school improvement plan is shared with parents and input is collected via PTO Board meetings and PTO meetings. The plan is available on the school website. Hard copies are also available in the school office.

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

All instructional staff at Woodcrest provide input into the development of the school improvement plan. Each goal area team is given the charge to review assessment data, develop plans for closing achievement gaps, and educating colleagues about strategies likely to improve student performance. Parents provide input by providing feedback regarding the school improvement plan at PTO Board and PTO meetings.

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

The final improvement plan was communicated to staff via a building based professional development meeting. The final plan was communicated to parents by informing them where to find copies of the plan (school website, hard copies in the school office, hard copies at the administrative center). Stakeholders receive updates on the progress of school improvement initiatives during a fall PTO meeting when the school's annual report is presented and reviewed. Stakeholders also receive updates when changes are made to the school's plan or when additional assessment data is available. These types of updates occur at PTO Board meetings and/or PTO general meetings.

School Data Analysis

Introduction

The School Data Analysis (SDA) is a diagnostic tool intended to facilitate rich and deep collaborative discussions among staff members about school data. The SDA can serve as a guide to determine a school's strengths and challenges as well as directions for improvement based on an analysis of data and responses to a series of data - related questions in content areas. This data collection and analysis process should include the identification of achievement gaps as well as reflections on possible causes for these gaps. This diagnostic represents the various types of data that should be continuously collected, reviewed, analyzed and evaluated. Completion of the SDA is one piece of a school's comprehensive needs assessment process.

Demographic Data

Demographic data is data that provides descriptive information about the school community. Examples may include enrollment, attendance, grade levels, race/ethnicity, gender, students with disabilities, English learners, socio-economic status, graduation rate, suspensions/expulsions, etc.

Student Demographic Data

1. In looking at the three year trend in student enrollment data, what challenges have been identified?

While our overall enrollment has remained fairly constant over the last three years (2012-13: 558, 2013-14: 556, 2014-15: 561), the percentage of economically disadvantaged students has increased each of the last three years (2012-13: 17.2%, 2013-14: 18.9%; 2014-15: 20.9%).

Student Demographic Data

2. In looking at the three year trend in student attendance data, what challenges have been identified?

Challenges were not noticed.

Student Demographic Data

3. In looking at the three year trend in student behavior data (discipline referrals, suspensions and expulsions), what challenges have been identified?

Out of the norm challenges were not noted. The student behavior data indicated the most common cause for suspension involved unacceptable behavior. Three students were suspended during the 14-15 school year, five students were suspended in 13-14, and six students were suspended in 12-13.

Student Demographic Data

4. What action(s) could be taken to address any identified challenges with student demographic data?

Due to enrollment trends that have remained steady and a lack of notable discipline trends, challenges were not noted in the area of demographic data.

Teacher/School Leader(s) Demographic Data

5. As you review the number of years of teaching and administrative experience of the school leader(s) in your building, what impact might this have on student achievement?

Woodcrest is fortunate to have staff members with a variety of experience levels. A number of teachers have taught in multiple grades. This range of experience helps staff to be well versed with regard to meeting the needs of students.

Teacher/School Leader(s) Demographic Data

6. As you review the number of years of teaching experience of teachers in your building, what impact might this have on student achievement?

Woodcrest is fortunate to have staff members with a variety of experience. Of the school's 27 staff members, 5 have less than 15 years of experience, 9 have between 15-20 years of experience, 7 have between 21-25 years of experience, 4 have between 26-30 years of experience and 3 have more than 31 years of experience. The varied levels of experience appears to have contributed to a professional culture where collegiality is valued, ideas are regularly exchanged, and student performance data is analyzed to inform instruction.

Teacher/School Leader(s) Demographic Data

7. As you review the total number of days for school leader absences and note how many were due to professional learning and /or due to illness, what impact might this have on student achievement?

According to data from the 14-15 school year, the school leader missed a total of 3.25 days. A quarter of one day was due to illness and three were due to personal days. Based on this information, it does not appear that the absences negatively impacted student achievement.

Teacher/School Leader(s) Demographic Data

8. As you review the total number of days for teacher absences due to professional learning and/or illness, what impact might this have on student achievement?

Excessive absences by an individual teacher could have a negative impact on student achievement. In the case of the 14-15 school year, four staff members had significant medical procedures or family medical events that contributed to accumulating ten or more absences. Internal performance data did not indicate that students were negatively impacted by these absences.

Teacher/School Leader(s) Demographic Data

9. What actions might be taken to address any identified challenges regarding teacher/school leader demographics?

Due to consistent attendance on the part of all staff, challenges were not noted in the area of teacher/school leader demographics.

Process Data

Process data is information about the practices and procedures schools use to plan, deliver and monitor curriculum, instruction and assessment.

10. In reviewing the results of the School Systems Review or the Interim Self Assessment/Self Assessment, what strands/standards/indicators stand out as strengths?

-Strand I: Teaching for Learning...Standard II Instruction: The instructional staff collaborates regularly to review performance data, check for alignment with district and state standards, and refine instructional practices (fall, winter and spring next needs meetings, weekly grade level PYP collaborative meetings, and progress monitoring data review meetings).

-Strand III: Professional Learning...Standard VIII Professional Learning System: All instructional staff were provided the book Making Thinking Visible and continue to incorporate strategies highlighted in the book into instruction on a regular basis. Staff continues to collaborate with one another on the use of particular strategies. Formal and informal observations by the building administrator indicates that staff continues to use of a variety of MTV strategies on a regular basis.

11. In reviewing the results of the School Systems Review or the Interim Self Assessment/Self Assessment, what strands/standards/indicators stand out as challenges?

-Strand I: Teaching for Learning...Standard II: Instruction: Due to the limited availability of computers, teachers cannot use technology as a learning tool with students whenever they wish. The school is currently outfitted with 60 wireless computers that must be shared among 19 first through fifth grade classes.

-Strand I: Teaching for Learning...Standard III: Assessment: At this point, the report cards and handbook that are used at the elementary level need to be revisited so that alignment issues can be reviewed and addressed. While a tight alignment exists in the areas of math and ELA, social studies and science are in need of horizontal and vertical alignment.

12. How might these challenges impact student achievement?

Increasing the amount of technology available to students may increase performance. Although the availability of technology is currently limited, performance data is in line with district averages or exceeding district averages.

District level committees are being formed to address the report card alignment issues.

13. What actions could be taken and incorporated into the School Improvement Plan to address these challenges from the School Systems Review or the Interim Self Assessment/Self Assessment.

-The district recently passed a large bond issue which will result in a significant increase in the amount of technology that is available for student use. It is expected that a substantial increase of technology will occur during the later half of the 16-17 school year. Professional development will need to be developed and provided to staff regarding best practices for the use of technology with students.

14. How do you ensure that students with disabilities have access to the full array of intervention programs available i.e. Title I, Title III, Section 31a, IDEA, credit recovery, extended learning opportunities?

-Students with IEPs are provided with the full array of services that are called for in their IEPs.
-Woodcrest is not a Title I school.

15. Describe the Extended Learning Opportunities that are available for students and in what grades they are available?

-Differentiated instruction is utilized in all classrooms as a way of meeting the needs and challenging all students. Intervention and extension groupings are used regularly in all classrooms. The composition of these groups is dynamic and is intended to stretch the intellectual abilities of all students.
-Grade skipping is available to students in the area of math. Seven students qualified for this program for the 14-15 school year.

16. What is the process for identifying students for Extended Learning Opportunities and how are parents notified of these opportunities?

-Classroom curriculum nights, classroom newsletters, and parent/teacher conferences are used to keep parents abreast of the extended learning opportunities available at Woodcrest.

17. What evidence do you have to indicate the extent to which the state content standards are being implemented with fidelity i.e. horizontal and vertical alignment, in all content courses and grade levels?

-District level curriculum committees are utilized as a way of keeping staff informed of changes to curricular standards and benchmarks. Each committee is comprised of representation from every grade level and every elementary school in the district.
-At the school level, staff meetings and weekly grade level collaborative meetings are used to make sure alignment is present between each PYP unit of inquiry and state and district standards.

18. How does your school use health survey/screener results (i.e. MIPHY) to improve student learning? Answer only if you completed a health survey/ screener.

N/A

Achievement/Outcome Data

Achievement/outcome data tell us what students have learned. These include classroom-level, benchmark, interim and formative assessment data as well as summative data such as standardized test scores from annual district and state assessments. If the school completed the Student Performance Diagnostic for the AdvancED External Review, please insert 'See Student Performance Diagnostic' in each text box.

19a. Reading- Strengths

Spring 2015 M-Step Results:

-According to the most recent collection of M-Step data (data from tests that were administered in the spring of 2015), reading continues to remain an area of strength. The following information indicates the percentage of students that received a proficient score on the 2015 M-Step ELA test:

3rd Grade: Woodcrest...57%   MPS...63%   State Average...50%
4th Grade: Woodcrest...80%   MPS...64%   State Average...47%
5th Grade: Woodcrest...77%   MPS...67%   State Average...49%

Due to 2015 serving as the first year of M-Step testing, trend data is unavailable.

-Achievement Gap Data:

According to the most recent collection of M-Step data, Woodcrest ranked third out of the district's seven elementary schools with regard to its overall achievement gap on the 2015 M-Step ELA Assessment. The MDE defines a school's achievement gap as the difference between the performance of its top thirty percent of students and its lowest thirty percent of students. The statistical difference between these two groups is then compared to the difference that exists at schools within a district and/or across the state. As mentioned above, Woodcrest ranked third out of seven MPS elementary schools with regard to its overall M-Step ELA achievement gap for grades 3, 4, and 5. (Woodcrest's third grade was ranked seventh, Woodcrest's fourth grade was ranked first, and Woodcrest's fifth grade was ranked second)

Student Growth Percentiles:

According to the MDE, student growth percentiles describe a student's growth as compared to grade level peers from across the state with similar prior test scores. For the purposes of computing the student growth percentile information that is reported below, the MDE used fall 2013 MEAP data and spring 2015 M-Step data. According to the MDE, a SGP score of 50 means that a student scored better than 50% of his/her peers from across the state who started at the same point as he/she did on the previous test. This same logic would apply to other SGP scores. An SGP of 20, for example, indicates that a student scored better than 20% of his/her peers who started at the same point as he/she did on the previous test.

Woodcrest Fourth Grade Overall ELA SGP: 68

MPS Fourth Grade Overall ELA SGP: 56

Woodcrest Fifth Grade Overall ELA SGP: 64

MPS Fifth Grade Overall ELA SGP: 54

Since M-Step tests are administered for the first time in third grade, SGP calculations are only available for fourth and fifth grade.

It is also important to note that SGP trend data is not yet available. Since M-Step tests were administered for the first time in the spring of 2015, it is not possible to accumulate trend information.

MDE Accountability Scorecard Information:

According to the MDE's Bureau of Assessment and Accountability Scorecard, Woodcrest met all of the proficiency targets established for the school by the MDE with regard to M-Step ELA performance (the performance of all students, the performance of the lowest thirty percent of students, the performance of economically disadvantaged students, and the performance of students with disabilities). The MDE has set a target of 75.92 for the school to meet in the 2016-17 school year. Woodcrest's 2015-16 target was 74.63.

19b. Reading- Challenges

-According to 2015 M-Step data, third grade ELA is the only area that could be contemplated as a challenge area. Since only one year of M-Step data is available, it will be important to monitor performance over time with regard to looking for performance trends.

19c. Reading- Trends

2015 M-Step ELA Test Data*

3rd Grade: Woodcrest...57%   MPS...63%   State Average...50%

4th Grade: Woodcrest...80%   MPS...64%   State Average...47%

5th Grade: Woodcrest...77%   MPS...67%   State Average...49%

*M-Step tests were administered for the first time ever in the spring of 2015. It is important to note that the test scores listed above are from an entirely different battery of assessments compared to the scores listed below.

2013 MEAP Reading Test Data

3rd Grade: Woodcrest...78   MPS...78   State Average...61
4th Grade: Woodcrest...87   MPS...85   State Average...70
5th Grade: Woodcrest...91   MPS...88   State Average...72
6th Grade: Woodcrest...87   MPS...85   State Average...72

2012 MEAP Reading Test Data

3rd Grade: Woodcrest...80   MPS...81   State Average...66
4th Grade: Woodcrest...87   MPS...82   State Average...68
5th Grade: Woodcrest...91   MPS...83   State Average...70
6th Grade: Woodcrest...87   MPS...82   State Average...68

2011 MEAP Reading Test Data

3rd Grade: Woodcrest...81   MPS...81   State Average...62
4th Grade: Woodcrest...78   MPS...81   State Average...68
5th Grade: Woodcrest...88   MPS...84   State Average...69
6th Grade: Woodcrest...86   MPS...83   State Average...67

19d. Reading- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

Staff will continue to receive professional development on refining their use of Making Thinking Visible strategies. They will also receive professional development in the area of enhancing their use of questioning techniques that promote heightened levels of critical thinking. It is believed that the combination of these two efforts will increase the substance and depth of student talk that is such a large part of carrying out the school's commitment to utilizing philosophies that are in line with the International Baccalaureate's Primary Years Programme. It is also believed that increasing the depth of student talk will also lead to students making more complex transdisciplinary connections.

Staff will also continue to receive professional development with regard to delivering reading interventions to students who have not met grade level standards.

20a. Writing- Strengths

Spring 2015 M-Step ELA Results:

-According to the most recent collection of M-Step data (data from tests that were administered in the spring of 2015), reading and writing continue to remain areas of strength. The following information indicates the percentage of students that received a proficient score on the 2015 M-Step ELA test:

3rd Grade: Woodcrest...57%   MPS...63%   State Average...50%
4th Grade: Woodcrest...80%   MPS...64%   State Average...47%
5th Grade: Woodcrest...77%   MPS...67%   State Average...49%

Due to 2015 serving as the first year of M-Step testing, trend data is unavailable.

-Achievement Gap Data:

According to the most recent collection of M-Step data, Woodcrest ranked third out of the district's seven elementary schools with regard to its overall achievement gap on the 2015 M-Step ELA Assessment. The MDE defines a school's achievement gap as the difference between the performance of its top thirty percent of students and its lowest thirty percent of students. The statistical difference between these two groups is then compared to the difference that exists at schools within a district and/or across the state. As mentioned above, Woodcrest ranked third out of seven MPS elementary schools with regard to its overall M-Step ELA achievement gap for grades 3, 4, and 5. (Woodcrest's third grade was ranked seventh, Woodcrest's fourth grade was ranked first, and Woodcrest's fifth grade was ranked second)

Student Growth Percentiles:

According to the MDE, student growth percentiles describe a student's growth as compared to grade level peers from across the state with similar prior test scores. For the purposes of computing the student growth percentile information that is reported below, the MDE used fall 2013 MEAP data and spring 2015 M-Step data. According to the MDE, a SGP score of 50 means that a student scored better than 50% of his/her peers from across the state who started at the same point as he/she did on the previous test. This same logic would apply to other SGP scores. An SGP of 20, for example, indicates that a student scored better than 20% of his/her peers who started at the same point as he/she did on the previous test.

Woodcrest Fourth Grade Overall ELA SGP: 68
MPS Fourth Grade Overall ELA SGP: 56

Woodcrest Fifth Grade Overall ELA SGP: 64
MPS Fifth Grade Overall ELA SGP: 54

Since M-Step tests are administered for the first time in third grade, SGP calculations are only available for fourth and fifth grade.

It is also important to note that SGP trend data is not yet available. Since M-Step tests were administered for the first time in the spring of 2015, it is not possible to accumulate trend information.

MDE Accountability Scorecard Information:

According to the MDE's Bureau of Assessment and Accountability Scorecard, Woodcrest met all of the proficiency targets established for the school by the MDE with regard to M-Step ELA performance (the performance of all students, the performance of the lowest thirty percent of students, the performance of economically disadvantaged students, and the performance of students with disabilities). The MDE has set a target of 75.92 for the school to meet in the 2016-17 school year. Woodcrest's 2015-16 target was 74.63.

20b. Writing- Challenges

-According to 2015 M-Step data, third grade ELA is the only area that could be contemplated as a challenge area. Since only one year of M-Step data is available, it will be important to monitor performance over time with regard to looking for performance trends.

20c. Writing- Trends

2015 M-Step ELA Test Data*

3rd Grade: Woodcrest...57%   MPS...63%   State Average...50%
4th Grade: Woodcrest...80%   MPS...64%   State Average...47%
5th Grade: Woodcrest...77%   MPS...67%   State Average...49%

*M-Step tests were administered for the first time ever in the spring of 2015. It is important to note that the test scores listed above are from an entirely different battery of assessments compared to the scores listed below.

2013 MEAP Writing Test

Woodcrest...80   MPS...64   State...51

2012 MEAP Writing Test

Woodcrest...72   MPS...62   State...47

20d. Writing- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

Staff will continue to receive professional development on refining their use of Making Thinking Visible strategies. They will also receive professional development in the area of enhancing their use of questioning techniques that promote heightened levels of critical thinking. It is believed that the combination of these two efforts will increase the substance and depth of student talk that is such a large part of carrying out the school's commitment to utilizing philosophies that are in line with the International Baccalaureate's Primary Years Programme. It is also believed that increasing the depth of student talk will also lead to students making more complex transdisciplinary connections.

21a. Math- Strengths

Spring 2015 M-Step Math Results:

-According to the most recent collection of M-Step data (data from tests that were administered in the spring of 2015), math continues to remain an area of strength. The following information indicates the percentage of students that received a proficient score on the 2015 M-Step Math test:

3rd Grade: Woodcrest...60%   MPS...58%   State Average...49%
4th Grade: Woodcrest...54%   MPS...53%   State Average...41%
5th Grade: Woodcrest...58%   MPS...49%   State Average...33%

Due to 2015 serving as the first year of M-Step testing, trend data is unavailable.

-Achievement Gap Data:

According to the most recent collection of M-Step data, Woodcrest ranked seventh out of the district's seven elementary schools with regard to its overall achievement gap on the 2015 M-Step Math Assessment. The MDE defines a school's achievement gap as the difference between the performance of its top thirty percent of students and its lowest thirty percent of students. The statistical difference between these two groups is then compared to the difference that exists at schools within a district and/or across the state. As mentioned above,

Woodcrest ranked seventh out of seven MPS elementary schools with regard to its overall M-Step Math achievement gap for grades 3, 4, and 5. (Woodcrest's third grade was ranked seventh, Woodcrest's fourth grade was ranked sixth, and Woodcrest's fifth grade was ranked fifth)

Student Growth Percentiles:

According to the MDE, student growth percentiles describe a student's growth as compared to grade level peers from across the state with similar prior test scores. For the purposes of computing the student growth percentile information that is reported below, the MDE used fall 2013 MEAP data and spring 2015 M-Step data. According to the MDE, a SGP score of 50 means that a student scored better than 50% of his/her peers from across the state who started at the same point as he/she did on the previous test. This same logic would apply to other SGP scores. An SGP of 20, for example, indicates that a student scored better than 20% of his/her peers who started at the same point as he/she did on the previous test.

Woodcrest Fourth Grade Overall Math SGP: 56
MPS Fourth Grade Overall ELA SGP: 55

Woodcrest Fifth Grade Overall Math SGP: 48
MPS Fifth Grade Overall ELA SGP: 51

Since M-Step tests are administered for the first time in third grade, SGP calculations are only available for fourth and fifth grade.

It is also important to note that SGP trend data is not yet available. Since M-Step tests were administered for the first time in the spring of 2015, it is not possible to accumulate trend information.

MDE Accountability Scorecard Information:

According to the MDE's Bureau of Assessment and Accountability Scorecard, Woodcrest met all of the proficiency targets established for the school by the MDE with regard to M-Step Math performance (the performance of all students, the performance of the lowest thirty percent of students, the performance of economically disadvantaged students, and the performance of students with disabilities). The MDE has set a target of 63.83 for the school to meet in the 2016-17 school year. Woodcrest's 2015-16 target was 60.80.

21b. Math- Challenges

According to the most recent collection of M-Step data, Woodcrest ranked seventh out of the district's seven elementary schools with regard to its overall achievement gap on the 2015 M-Step Math Assessment. The MDE defines a school's achievement gap as the difference between the performance of its top thirty percent of students and its lowest thirty percent of students. The statistical difference between these two groups is then compared to the difference that exists at schools within a district and/or across the state. As mentioned above,

Woodcrest ranked seventh out of seven MPS elementary schools with regard to its overall M-Step Math achievement gap for grades 3, 4, and 5. (Woodcrest's third grade was ranked seventh, Woodcrest's fourth grade was ranked sixth, and Woodcrest's fifth grade was ranked fifth)

Student Growth Percentiles:

According to the MDE, student growth percentiles describe a student's growth as compared to grade level peers from across the state with similar prior test scores. For the purposes of computing the student growth percentile information that is reported below, the MDE used fall 2013 MEAP data and spring 2015 M-Step data. According to the MDE, a SGP score of 50 means that a student scored better than 50% of his/her peers from across the state who started at the same point as he/she did on the previous test. This same logic would apply to other SGP scores. An SGP of 20, for example, indicates that a student scored better than 20% of his/her peers who started at the same point as he/she did on the previous test.

Woodcrest Fifth Grade Overall Math SGP: 56
MPS Fourth Grade Overall Math SGP: 55

Woodcrest Fourth Grade Overall Math SGP: 48
MPS Fourth Grade Overall Math SGP: 51

Based on the information listed above, it appears that the school's use of ability based math groups was not producing the intended results. The school ended its use of ability based math classes at the third, fourth, and fifth grade level at the end of the 2014-15 school year. This school now utilizes an approach where departmentalization does not occur and each homeroom teacher is responsible for teaching all grade level curriculum (including math) to students in a transdisciplinary manner where connections among curricular areas can be maximized.

21c. Math- Trends

2015 M-Step Math Test Data*

3rd Grade: Woodcrest...60%   MPS...58%   State Average...49%
4th Grade: Woodcrest...54%   MPS...53%   State Average...41%
5th Grade: Woodcrest...58%   MPS...49%   State Average...33%

*M-Step tests were administered for the first time ever in the spring of 2015. It is important to note that the test scores listed above are from an entirely different battery of assessments compared to the scores listed below.

2013 MEAP Math Test Data

3rd Grade: Woodcrest...54   MPS...52   State Average...40

4th Grade: Woodcrest...71   MPS...63   State Average...45

5th Grade: Woodcrest...65   MPS...57   State Average...45

6th Grade: Woodcrest...67   MPS...59   State Average...42

2012 MEAP Math Test Data

3rd Grade: Woodcrest...65   MPS...57   State Average...41

4th Grade: Woodcrest...67   MPS...58   State Average...45

5th Grade: Woodcrest...67   MPS...57   State Average...46

6th Grade: Woodcrest...81   MPS...60   State Average...40

21d. Math- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

Based on the information detailed in a previous section of this document, it appears that the school's use of ability based math groups was not producing the intended results. The school ended its use of ability based math classes at the third, fourth, and fifth grade level at the end of the 2014-15 school year. This school now utilizes an approach where departmentalization does not occur and each homeroom teacher is responsible for teaching all grade level curriculum (including math) to students in a transdisciplinary manner where connections among curricular areas can be maximized.

Staff will continue to receive professional development on refining their use of Making Thinking Visible strategies. They will also receive professional development in the area of enhancing their use of questioning techniques that promote heightened levels of critical thinking. It is believed that the combination of these two efforts will increase the substance and depth of student talk that is such a large part of carrying out the school's commitment to utilizing philosophies that are in line with the International Baccalaureate's Primary Years Programme. It is also believed that increasing the depth of student talk will also lead to students making more complex transdisciplinary connections.

22a. Science- Strengths

Spring 2015 M-Step Science Results:

-According to the most recent collection of M-Step data (data from tests that were administered in the spring of 2015), science continues to remain an area of strength. The information listed below indicates the percentage of students that received a proficient score on the 2015 M-

Step Science Test:

4th Grade: Woodcrest...26%   MPS...25%   State Average...12%

Due to 2015 serving as the first year of M-Step testing, trend data is unavailable.

-Achievement Gap Data:

According to the most recent collection of M-Step data, Woodcrest ranked first out of the district's seven elementary schools with regard to its overall achievement gap on the 2015 M-Step Science Assessment. The MDE defines a school's achievement gap as the difference between the performance of its top thirty percent of students and its lowest thirty percent of students. The statistical difference between these two groups is then compared to the difference that exists at schools within a district and/or across the state. As mentioned above, Woodcrest ranked first out of seven MPS elementary schools with regard to its overall M-Step Science achievement gap.

-Student Growth Percentiles:

Student growth percentile information will not be available for M-Step Science until next year.

-MDE Accountability Scorecard Information:

According to the MDE's Bureau of Assessment and Accountability Scorecard, Woodcrest met all of the proficiency targets established for the school by the MDE with regard to M-Step Science performance (the performance of all students, the performance of the lowest thirty percent of students). The MDE has set a target of 39.18 for the school to meet in the 2016-17 school year. Woodcrest's 2015-16 target was 32.64.

22b. Science- Challenges

Considering that last year was the first year of M-Step testing, Woodcrest's science scores will be carefully monitored in the future in comparison to district and state averages.

22c. Science- Trends

2015 M-Step Science Test Data*

4th Grade: Woodcrest...26%   MPS...25%   State Average...12%

*M-Step tests were administered for the first time ever in the spring of 2015. It is important to note that the test scores listed above are from an entirely different battery of assessments as compared to the scores listed below.

2013 MEAP Science: Woodcrest...40%   MPS...36%   State Average...17%

2012 MEAP Science: Woodcrest...32%   MPS...25%   State Average...13%

22d. Science- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

Staff will continue to receive professional development on refining their use of Making Thinking Visible strategies. They will also receive professional development in the area of enhancing their use of questioning techniques that promote heightened levels of critical thinking. It is believed that the combination of these two efforts will increase the substance and depth of student talk that is such a large part of carrying out the school's commitment to utilizing philosophies that are in line with the International Baccalaureate's Primary Years Programme. It is also believed that increasing the depth of student talk will also lead to students making more complex transdisciplinary connections.

23a. Social Studies- Strengths

Spring 2015 M-Step Social Studies Results:

-According to the most recent collection of M-Step data (data from tests that were administered in the spring of 2015), social studies continues to remain areas of strength. The information listed below indicates the percentage of students that received a proficient score on the 2015 M-Step Science Test:

5th Grade: Woodcrest...50%   MPS...40%   State Average...22%

Due to 2015 serving as the first year of M-Step testing, trend data is unavailable.

-Achievement Gap Data:

According to the most recent collection of M-Step data, Woodcrest ranked fifth out of the district's seven elementary schools with regard to its overall achievement gap on the 2015 M-Step Social Studies Assessment. The MDE defines a school's achievement gap as the difference between the performance of its top thirty percent of students and its lowest thirty percent of students. The statistical difference between these two groups is then compared to the difference that exists at schools within a district and/or across the state.

-Student Growth Percentiles:

Student growth percentile information will not be available for M-Step Social Studies until next year.

-MDE Accountability Scorecard Information:

According to the MDE's Bureau of Assessment and Accountability Scorecard, Woodcrest met all of the proficiency targets established for the

school by the MDE with regard to M-Step Science performance (the performance of all students and the performance of the lowest thirty percent of students). The MDE has set a target of 58.60 for the school to meet in the 2016-17 school year. Woodcrest's 2015-16 target was 54.83.

23b. Social Studies- Challenges

Considering that last year was the first year of M-Step testing, Woodcrest's social studies scores will be carefully monitored in the future in comparison to district and state averages.

23c. Social Studies- Trends

2015 M-Step Social Studies Test Data*

5th Grade: Woodcrest...50%   MPS...40%   State Average...22%

*M-Step tests were administered for the first time ever in the spring of 2015. It is important to note that the test scores listed above are from an entirely different battery of assessments as compared to the scores listed below.

The following information indicates the percentage of students that received a proficient score on the 2013 and 2012 MEAP social studies test:

2013 MEAP Social Studies: Woodcrest...50%   MPS...46%   State Average...27%
2012 MEAP Social Studies: Woodcrest...67%   MPS...52%   State Average...30%

23d. Social Studies- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

Staff will continue to receive professional development on refining their use of Making Thinking Visible strategies. They will also receive professional development in the area of enhancing their use of questioning techniques that promote heightened levels of critical thinking. It is believed that the combination of these two efforts will increase the substance and depth of student talk that is such a large part of carrying out the school's commitment to utilizing philosophies that are in line with the International Baccalaureate's Primary Years Programme. It is also believed that increasing the depth of student talk will also lead to students making more complex transdisciplinary connections.

Perception Data

Perception data is information collected that reflects the opinions and views of stakeholders. If the school completed the Stakeholder Feedback Diagnostic for the AdvancED External Review, please insert 'See Stakeholder Feedback Diagnostic' in each text box for survey feedback already collected from students, parents and staff.

24a. Student Perception Data

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

According to survey data that was collected in the winter of 2014, students indicated a high level of satisfaction with their overall school experience. The highest level of satisfaction was related to feeling supported to be their best by school personnel.

24b. Student Perception Data

Which area(s) indicate the overall lowest level of satisfaction among students?

According to student survey data that was collected in the winter of 2014, cleanliness of student bathrooms and food that is served as part of the hot lunch program were the areas of lowest satisfaction.

24c. Student Perception Data

What actions will be taken to improve student satisfaction in the lowest area(s)?

The contractors that provide custodial services and food services will be informed of the low levels of student satisfaction that were indicated in student surveys.

25a. Parent/Guardian Perception Data

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

-According to perception data that was collected in the winter of 2014, the effectiveness of the school's staff was the area of highest satisfaction. Anecdotal feedback also indicated the vast majority of parents are pleased with the home/school relationships that are present at Woodcrest.

25b. Parent/Guardian Perception Data

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

According to perception data collected in the winter of 2014, the availability of adequate parking at the beginning and ending of each day and concerns related to the building feeling crowded were the areas of lowest satisfaction.

25c. Parent/Guardian Perception Data

What actions will be taken to improve parent/guardian satisfaction in the lowest area(s)?

The school and school district will continue to examine options for managing vehicular congestion associated with the beginning and ending of each school day. Both entities have collaborated with the City of Midland and the Midland Police Department in an effort to examine realistic options. Concerns about parking and crowding may be addressed when work is completed at the school as part of a recent bond issue. Additional classrooms, for example, may result when a plan to relocate the school's media center is executed.

26a. Teacher/Staff Perception Data

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

According to staff perception data that was collected in the winter of 2014, a supportive professional climate and a supportive principal were the areas of highest satisfaction.

26b. Teacher/Staff Perception Data

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

According to staff perception data that was collected in the winter of 2014, increasing access and support for the school's computer labs were noted as areas in need of improvement. Staff also expressed a desire for increased levels of instructional space.

26c. Teacher/Staff Perception Data

What actions will be taken to improve teacher/staff satisfaction in the lowest area(s)?

Concerns involving increased access to technology and computer labs will likely be addressed by the recently passed bond. Concerns involving more learning space may also be addressed when work is completed as a result of the recently passed bond.

27a. Stakeholder/Community Perception Data

What area(s) indicate the overall highest level of satisfaction among stakholders/community?

The effectiveness of the school's staff is often cited as an area of satisfaction by stakeholders and community members.

27b. Stakeholder/Community Perception Data

What area(s) indicate the overall lowest level of satisfaction among stakeholders/community?

According to anecdotal information, vehicular congestion at the beginning and ending of each school day is the area of lowest satisfaction.

27c. Stakeholder/Community Perception Data

What actions will be taken to improve the level of stakeholder/community satisfaction in the lowest area(s)?

The school and school district will continue to examine options for managing the vehicular congestion associated with beginning and ending of each school day. Both entities have collaborated and will continue to collaborate with the City of Midland and the Midland Police Department in an effort to examine realistic options. Concerns about parking and congestion may be addressed when work is completed at the school as part of a recent bond issue.

Summary

28a. Summary

Briefly summarize the strengths and challenges identified in the four kinds of data-demographic, process, achievement/outcomes and perception.

Thanks to the hard work of the entire Woodcrest staff, solid student performance is present in all four areas. While this is the case, the present challenge involves maintaining the sharp focus on the practices and strategies that appear to have contributed to the strong assessment data. Although this sounds fundamentally simple, it is much more challenging than most realize. The intense professional development that has occurred on the Primary Years Programme over the last three school years, means professional development time has been reduced for working on school improvement initiatives. This should in no way imply that the two initiatives cannot co-exist, but rather that the limited resource of professional development time will need to be monitored and perhaps reallocated should scores stagnate or lessen. As mentioned above, a sharp focus must be maintained on the strategies that appear to have contributed to solid student performance.

28b. Summary

How might the challenges identified in the demographic, process and perception data impact student achievement?

As mentioned in the previous statement, student performance data will need to be monitored closely to determine whether professional development time will need to be reallocated. Professional development time has been largely spent on building the staff's skills at delivering the Primary Years Programme. While this initiative shows plenty of promise, professional development will need to be monitored closely. Should student performance lessen, additional professional development time may need to be reallocated to school improvement initiatives.

28c. Summary

How will these challenges be addressed in the School Improvement Plan's Goals, Measurable Objectives, Strategies and Activities for the upcoming year? For Priority Schools, which of these high need areas will inform the Big Ideas and the Reform/Redesign Plan?

Staff would like to continue to receive professional development on refining their use of Making Thinking Visible strategies. They would also like to receive professional development in the area of enhancing their use of questioning techniques that promote heightened levels of critical thinking. It is believed that the combination of these two efforts will increase the substance and depth of student talk that is such a large part of carrying out the school's commitment to utilizing philosophies that are in line with the International Baccalaureate's Primary Years Programme. It is also believed that increasing the depth of student talk will also lead to students making more complex transdisciplinary connections.

School Additional Requirements Diagnostic

Introduction

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

School Additional Requirements Diagnostic

Label	Assurance	Response	Comment	Attachment
1.	Literacy and math are tested annually in grades 1-5.	Yes	Literacy and math are assessed annually in kindergarten through fifth grade via MPS' District Assessment Record.	

Label	Assurance	Response	Comment	Attachment
2.	Our school published a fully compliant annual report. (The Annual Education Report (AER) satisfies this). If yes, please provide a link to the report in the box below.	Yes	Woodcrest's annual report can be found by accessing the link listed below. https://new.midlandps.org/wp-content/uploads/2014-15-AER-District-Letter.pdf	

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

Label	Assurance	Response	Comment	Attachment
4.	Our school reviews and annually updates the EDPs to ensure academic course work alignment.	No	Since our school is a K-5 building, we do not have EDPs.	

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

Label	Assurance	Response	Comment	Attachment
6.	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	Brian Brutyn Associate Superintendent of Curriculum, Instruction, and Assessment Midland Public Schools 600 E. Carpenter Midland, MI 48640 989-923-5018	

Label	Assurance	Response	Comment	Attachment
7.	The institution has a School-Parent Involvement Plan (that addresses Section 1118 activities) that is aligned to the District's Board Policy. If yes, please attach the School-Parent Involvement Plan below.	Yes	The Board of Education is committed to effective communication between school and parents. The Board supports the active involvement of parents in our schools at both the district and building level. In accordance with the Revised School Code of 2004, Public Act 451, Section 380.1294, the Board of Education established a Parent Involvement Plan. This plan requires buildings (but does not limit buildings) to: 1) Establish a welcoming environment that is reflected by flexible scheduling of events and an open-door policy that promotes two way communication 2) Provide parent/teacher conferences	

Label	Assurance	Response	Comment	Attachment
8.	The institution has a School-Parent Compact. If yes, please attach the School-Parent Compact below.	No	N/A	

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

Woodcrest School Improvement Plan 2016-17

Overview

Plan Name

Woodcrest School Improvement Plan 2016-17

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:

64% of Third, Fourth and Fifth grade students will demonstrate student proficiency (pass rate) on M-Step Math Assessments in Mathematics by 05/26/2017 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.	Materials, Teacher Collaboration, Direct Instruction, Professional Learning	Tier 1	Monitor	08/26/2016	05/26/2017	$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:

76% 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 05/26/2017 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
-Making Thinking Visible (2011) Ritchhart, Church, and Morrison

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-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.	Materials, Teacher Collaboration, Direct Instruction, Professional Learning	Tier 1	Monitor	08/29/2016	04/28/2017	$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:

39% of Fourth grade students will demonstrate student proficiency (pass rate) on M-Step Assessments in Science by 05/12/2017 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

-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.	Materials, Teacher Collaboration, Direct Instruction, Professional Learning	Tier 1	Monitor	08/29/2016	05/12/2017	$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:

59% of Fifth grade students will demonstrate a proficiency On M-Step Assessments in Social Studies by 05/12/2017 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

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.	Materials, Teacher Collaboration, Direct Instruction, Professional Learning	Tier 1		08/29/2016	05/12/2017	$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.	Materials, Teacher Collaboration, Direct Instruction, Professional Learning	Tier 1		08/29/2016	05/12/2017	$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.	Materials, Teacher Collaboration, Direct Instruction, Professional Learning	Tier 1	Monitor	08/29/2016	05/12/2017	$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.	Materials, Teacher Collaboration, Direct Instruction, Professional Learning	Tier 1	Monitor	08/29/2016	04/28/2017	$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.	Materials, Teacher Collaboration, Direct Instruction, Professional Learning	Tier 1	Monitor	08/26/2016	05/26/2017	$500	Principal, PYP Coordinator, All Instructional Staff